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ABSTRACT

During the 1982-83 school year, the Sheridan County School District implemented a 4-day school week alternative schedule. The alternative schedule was approved by the Wyoming State Board of Education on two conditions. First, the State Attorney General must affirm the State Board's right to permit alternative scheduling. Second, an outside evaluation of the approach must be made. The services of the Northwest Regional Educational Laboratory were contracted by the District to plan and conduct an impartial evaluation. The overall purpose of the evaluation was to provide information which would be of value in weighing the advantages and disadvantages of the alternative schedule. The most apparent effect of the four-day schedule was the generation of interest, enthusiasm and support for quality schooling on the part of all segments of the educational community--parents, teachers, students, and administrators. While the findings hint at benefits to be realized from the Sheridan plan, neither positive nor negative outcomes in student achievement could be shown. The community impact was split: most parents saw Fridays as positive opportunities for family activities, but families where both parents were working and the children were of elementary age viewed the four-day week negatively. (BW)

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# ASSESSMENT & EVALUATION program

An Evaluation of the Sheridan County School District
Alternative School Schedule

Sheridan County School District Number One West
Ranchester, Wyoming

1982-83

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# An Evaluation of the Sheridan County School District
# Alternative School Schedule

Sheridan County School District Number One West
Ranchester, Wyoming

1982-83

Prepared by:

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June 1983

# PREFACE

The purpose of this report is to summarize the results of an evaluation of the four-day school week alternative schedule implemented by the Sheridan County School District Number One West in Ranchester, Wyoming during the 1982-83 school year. The use of alternative school schedules has recently drawn attention as both a method of reducing costs and enhancing instructional flexibility. Studies conducted in a number of rural schools in Colorado, New Mexico, Washington, Minnesota, New Hampshire, Maine and other states have demonstrated the advantages and shortcomings of the approach. During the 1982-83 school year, the Sheridan County School District Number One West instituted a four-day school week schedule. The alternative schedule was approved by the Wyoming State Board of Education on two conditions. First, the State Attorney General must affirm the State Board's right to permit alternative scheduling. Second, an outside evaluation of the approach must be made to collect information and conduct critical analyses to demonstrate that the merits outweigh the shortcomings.

The services of the Northwest Regional Educational Laboratory of Portland, Oregon were contracted by the District to plan and conduct an impartial evaluation. The plan was developed during an onsite visit on September 29-October 1, 1982. During the visit discussions were held with school staff, administrators, Board members and parents. In addition, a review was made of the research literature and State Department of Education opinions to further identify potential areas of inquiry. The evaluation plan detailed the specific questions to be answered and methods to be employed in conducting the evaluation.

A second site visit was conducted on December 6-9, 1982 to ensure that data collection procedures were being used as planned. A third visit on May 9-12, 1983 was conducted to collect onsite information for the evaluation.

The overall purpose of the evaluation is to provide information which would be of value in weighing the advantages and disadvantages of the alternative schedule. The District was faced with the decision of whether or not to continue the plan in the 1983-84 school year.* Since the issue is multi-dimensional, the evaluation report attempts to answer a number of questions concerning the approach. The report cannot, however, provide an unequivocable answer to the ultimate decision of continuation. This decision must rest with the administration, Board and patrons of the school district. The report has been organized around a series of 14 evaluative questions. For each question, the source(s) of evidence and findings of the evaluation are provided.

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*A State Supreme Court Ruling called for the return of the District to the five-day school week schedule based on the interpretation of State Standards concerning length of the school year. The ruling, however, had no bearing on the question of effectiveness of the schedule.

The evaluation process entailed an enormous effort requiring the cooperation of many agencies and individuals. These efforts are sincerely appreciated. In particular, the assistance of Carleen O'Connell of the Laboratory in helping plan and implement the evaluation, the determination of the School Board to gain a fair and impartial appraisal of the approach, the patience and cooperation of the school administration, faculty and staff in tolerating the data collection process and the Wyoming Department of Education for recognizing the value of a third-party evaluation.

Steven R. Nelson, NWREL
June 1983

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# I.

# OVERVIEW

Sheridan County School District Number One West is located in the western one-third of Sheridan County, of North-Central Wyoming. The administrative offices are located in Ranchester, which is approximately 125 miles south of Billings, Montana and 15 miles west of Sheridan, Wyoming. The school district enrolls 843 students in two elementary schools, two secondary schools and one rural school.

Sheridan County School District One West
Fall, 1982 Enrollment by School and Grade
(9/15/82)

| | Grade Level | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Special Education | Total |
| Big Horn Elementary | 22 | 22 | 23 | 20 | 20 | 25 | 13 | | | | | | | 1 | 146 |
| Slack Elementary | | | | 1 | | 3 | | | | | | | | | 4 |
| Tongue River Elementary | 44 | 44 | 47 | 40 | 35 | 58 | 49 | | | | | | | 3 | 320 |
| Big Horn Elementary | | | | | | | | 28 | 21 | | | | | | 49 |
| Tongue River Jr. High | | | | | | | | 53 | 49 | | | | | | 102 |
| Big Horn Sr. High | | | | | | | | | | 27 | 16 | 22 | 24 | | 89 |
| Tongue River Sr. High | | | | | | | | | | 34 | 36 | 30 | 33 | | 133 |
| Elementary Total | 66 | 66 | 70 | 61 | 55 | 86 | 62 | | | | | | | 4 | 470 |
| Secondary Total | | | | | | | | 81 | 70 | 61 | 52 | 52 | 57 | | 373 |
| | | | | | | | | | | | | | | GRAND TOTAL | 843 |

The District is managed by a five member administrative team--four principals and a superintendent, along with a curriculum specialist and special education supervisor. In addition, the District employs 134 staff members:

Sheridan County School District One West
Fall, 1982 Staffing Summary

| | Big Horn Elementary | Big Horn Jr./Sen. High | Tongue Rv. Elementary | Tongue River Jr./Sen. High | Slack Elementary |
|---|---|---|---|---|---|
| Classroom Teachers | 16 | 13 | 18 | 17 | 1 |

| | |
|---|---|
| Other Professional | 19 |
| Clerical Support | 8 |
| Instructional Support | 9 |
| Custodial | 13 |
| Cafeteria | 11 |
| Transportation | 9 |

---

In 1981, the school district began to explore the concept of the four-day school week schedule as a strategy for instructional improvement. After a review of the research, visitations to a number of schools which have implemented the alternative schedule, consultation with the educational community and preliminary approval by the Wyoming Department of Education, the District instituted a plan for the implementation and evaluation of the four-day school week schedule during the 1982-83 school year.

Because of the far-reaching changes which implementation of the four-day school week schedule could potentially effect, the first step of the evaluation planning process was the identification of the most critical areas in which inquiry should be made. Several sources of information were sought in identifying issues and priorities for the evaluation--the Wyoming Department of Education, the research literature on alternative scheduling and instructional improvement, along with the perceptions of school board members, administrators, teachers, and parents. The focus of attention of these sources are outlined on the following page.

On the basis of the foregoing identified areas of inquiry, specific evaluative questions were identified as the basis of the evaluation plan. Because of the variety of information sources sought, it is felt that the evaluation questions reflect a comprehensive, balanced and fair basis upon which to judge the four-day school week scheduling alternative.

Table 1

Areas of Inquiry and Their Basis for Study

| Area | Wyoming DOE | Research Literature | School Administrators and Staff | School Board | Parents |
|---|---|---|---|---|---|
| Instructional Time | | | | | |
| • Total hours of instruction | x | x | | | |
| • Academic learning time | x | x | x | x | x |
| • Content balance | x | x | x | x | x |
| Student Performance | | | | | |
| • Academic achievement | x | x | x | x | x |
| • Attendance | x | x | x | | |
| • Transfer/Drop out rate | x | | | x | x |
| • Attitude toward school/ learning | | x | x | x | |
| • Attention span/fatigue | x | x | x | x | x |
| Staff Performance | | | | | |
| • Absenteeism/fatigue | x | x | x | | |
| • Turnover | x | x | | | |
| • Attitude | | x | x | x | |
| • Duties | | | x | | x |
| Curriculum and Renewal | | | | | |
| • Breadth of offerings | | x | x | x | x |
| • Professional growth | x | x | x | x | x |
| • Instructional refinement | | | x | x | x |

Table 1 -- Cont'd

Areas of Inquiry and Their Basis for Study

| Area | Wyoming DOE | Research Literature | School Administrators and Staff | School Board | Parents |
|---|---|---|---|---|---|
| Participant Satisfaction | | | | | |
| • Parent | x | x | x | x | x |
| • Student | | x | x | x | x |
| • Staff | x | x | x | x | x |
| Spin-Off Effects | | | | | |
| • Community impact | | x | x | x | x |
| • Leisure time use | | x | x | | x |
| • Extracurricular balance | | x | x | x | x |
| Cost | | | | | |
| • Transportation | | x | x | x | |
| • Substitute teacher | | x | x | x | |
| • Food services | | x | x | x | x |
| • Startup costs | | x | x | x | x |
| Implementation Plan | | x | x | x | x |

# II.

# FINDINGS

On the pages which follow, the results of the evaluation are presented in response to each of the fourteen major evaluative questions established in the evaluation plan.

A. What did the four-day school week alternative schedule entail in Sheridan County District One West?

The primary purpose for attempting an alternative scheduling concept using the four-day week was to improve the quality of education in Sheridan County School District Number One West. In doing so, the District had three major goals:

Goal 1: Improvement in quality of curriculum and instructional materials.

Based on the lack of a K-12 articulated program in any curriculum area in the District, this area needed the utmost attention. On Fridays, building and District committees were provided blocks of time to work on developing goals and objectives for the academic areas, as well as course content at each grade level. They then researched and evaluated the best materials to augment the program. Some time was devoted on Fridays for regular classroom teachers to work on specific core subjects. Specialists, including ERC staff, worked on curriculum improvement in their specialized area. They also served as consultants to the regular curriculum committees. An updated and improved inventory of materials and supplies was planned District-wide.

Goal 2: Improvement in quality of instruction.

Time was spent on Fridays to have training for all staff in such areas as productive thinking, planning and study skills, strategies to work with children with special needs, learning and teaching modalities, and other areas in which the inservice could be provided by District staff members. The goal here was to zero in on two or three high priority needs and focus inservice in these areas throughout the year.

Research indicated that planning time is directly related to the quality of instruction. The District saw the importance of scheduling Fridays carefully to allow for some quality uninterrupted planning time for teachers individually, in teams and by grade level.

Goal 3: Improvement in quality of the learning environment.

It was hoped that the schedule would reduce absenteeism for both students and staff by scheduling as many activities as possible on Fridays, by reducing the number of personal days for all staff and by encouraging parents and students to make arrangements for appointments outside of school on Fridays.

The actual learning time spent on any given subject, particularly at the high school level, was increased. It was also felt that the approach would improve both teacher and student attitudes.

## SCHOOL CALENDAR

On June 5, 1982 the State Board of Education "...granted permission to School District Number One West, Sheridan County, to implement on a two-year trial basis, a program that includes alternative school scheduling, provided, however, that any schedule thus approved meets the minimum annual classroom hours required by State statute and regulation." According to Policy ID adopted by the Wyoming State Board of Education, July 20, 1980, the minimum number of hours for kindergarten is 2 1/2 hours for a period no less than 175 days; for grades 1-6 is 5 hours of instruction per day for no less than 175 days; for grades 7-12 is a minimum of 6 hours of instruction per day for a period of no less than 175 days.

The school calendar for the 1982-83 year was developed with the starting date for students on August 30, 1982 and ending date on May 26, 1983. The intention was to develop an alternative schedule whereby four days per week would be mainly academic instructional time and the fifth day (Friday) would be utilized for extracurricular activities for students, parent-teacher conferences, and inservices for curriculum and staff development, as well as planning time for certified staff members. Therefore, the 175 day instructional calendar was reduced to 144 days. In order to meet the State requirements of minimum number of hours, the minimum number of instructional days (175) was multiplied by the daily minimum number of hours, which equalled 437.5 hours for kindergarten, 875 hours for grades 1-6, and 1,050 hours for grades 7-12. A calendar was developed based on an 8:00 a.m. to 4:00 p.m. school day for grades 7-12, with 30 minutes for lunch--7 1/2 hours times 144 days (number of Mondays, Tuesdays, Wednesdays and Thursdays, excluding holidays and vacations in the proposed calendar). This resulted in 1,080 annual classroom hours for grades 7-12--exceeding the requirement by 30 hours.

The kindergarten hours were set at 3 hours and 10 minutes per day on a half-day basis for 144 days, or 456 hours--exceeding the State requirement by 18 1/2 hours. The number of instructional hours for grades 1-6 is 7 hours per day (the actual starting time, ending time, and lunch times vary between elementary schools but they all met the 7 hour instructional time per day guideline) for 144 days or 1,008 hours--exceeding the State requirement by 133 hours.

Sixteen education days (15 on Fridays) were included in the calendar for workshops, inservices, parent/teacher conferences and a teacher check-out day. All certified staff members were required to be on duty on those days. The school calendar for the 1982-83 school year as developed based on the above information is shown on the following pages.

There were no emergency days built into this calendar. If an emergency should occur that made it necessary to close school, the cancelled day would be made up on the Friday of that week. (Indeed, this was done several times during the year due to snow and facility problems.)

| DATES | | EXPLANATION | EDUCATION DAYS | TEACHING DAYS |
|---|---|---|---|---|
| August | 26 - Thurs. | District Workshop | 1 | |
| | 27 - Fri. | Building Workshop | 1 | |
| | 30 - Mon. | First Day of School | | 1 |
| | 31 - Tues. | School | | 1 . |
| Sept. | 1 - 2 | School | | 2 |
| | 3 - Fri. | Inservice Day | 1 (7:30-12:30) | |
| | 6 - Mon. | Labor Day Recess | | |
| | 7 - 9 | School | | 3 |
| | 10 - Fri. | | | |
| | 13 - 16 | School | | |
| | 17 - Fri. | Inservice Day | 1 (7:30-12:30) | |
| | 20 - 23 | School | | 4 |
| | 24 - Fri. | | | |
| | 27 - 30 | School | | 4 |
| Oct. | 1 - Fri. | | | |
| | 4 - 7 | School | | 4 |
| | 8 - Fri. | Inservice Day | 1 (7:30-12:30) | |
| | 11 - 14 | School | | 4 |
| | 15 - Fri. | | | |
| | 18 - 21 | School | | 4 |
| | 22 - Fri. | | | |
| | 25 - 28 | School | | 4 |
| | 29 - Fri. | End of 1st 9 weeks (35 teaching days) | | |
| Nov. | 1 - 4 | School | | 4 |
| | 5 - Fri. | Parent/Teacher Conferences | 1 | |
| | 8 - 11 | School | | 4 |
| | 12 - Fri. | | | |
| | 15 - 18 | School | | 4 |
| | 19 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 22 - 24 | School | | 3 |
| | 25 - 26 | Thanksgiving Recess | | |
| | 29 - 30 | School | | 2 |
| Dec. | 1 - 2 | School | | 2 |
| | 3 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 6 - 9 | School | | 4 |
| | 10 - Fri. | | | |
| | 13 - 16 | School | | 4 |
| | 17 - Fri. | | | |
| | 20 - 22 | School | | 3 |
| | 23 - Jan 2. | Christmas Recess | | |

| DATES | | EXPLANATION | EDUCATION DAYS | TEACHING DAYS |
|---|---|---|---|---|
| January | 3 - 6 | School | | |
| | 7 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 10 - 13 | School | | 4 |
| | 14 - Fri. | End of 2nd 9 weeks (38 teaching days) | | |
| | 17 - 20 | School | | 4 |
| | 21 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 24 - 27 | School | | 4 |
| | 28 - Fri. | | | |
| | 31 - Mon. | School | | 1 |
| February | 1 - 3 | School | | 3 |
| | 4 - Fri. | | | |
| | 7 - 10 | School | | 4 |
| | 11 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 14 - 17 | School | | 4 |
| | 18 - Fri. | | | |
| | 21 - 24 | School | | 4 |
| | 25 - Fri. | | | |
| | 28 - Mon. | School | | 1 |
| March | 1 - 3 | School | | 3 |
| | 4 - Fri. | | | |
| | 7 - 10 | School | | 4 |
| | 11 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | 14 - 17 | School | | 4 |
| | 18 - Fri. | End of 3rd 9 weeks (36 teaching days) | | |
| | 21 - 24 | School | | 4 |
| | 25 - Fri. | Parent/Teacher Conferences | 1 | |
| | 28 - April 4 | Easter/Spring Recess | | |
| April | 5 - 7 | School | | 3 |
| | 8 - Fri. | | | |
| | 11 - 14 | School | | 4 |
| | 15 - Fri. | | | |
| | 18 - 21 | School | | 4 |
| | 22 - Fri. | Inservice Day | 1 (8:00-3:00) | |
| | *25 - 28 | School | | 4 |
| | 29 - Fri. | | | |
| May | 2 - 5 | School | | 4 |
| | 6 - Fri. | Curriculum Development Day | 1 (8:00-3:00) | |
| | 9 - 12 | School | | 4 |
| | 13 - Fri. | | | |
| | 16 - 19 | School | | 4 |
| | 20 - Fri. | | | |
| | 23 - 26 | School | | 4 |
| | 27 - Fri. | End of 4th 9 weeks (35 teaching days)<br>Teacher Checkout Day | 1 (8:00-3:00) | |
| | | TOTALS | 16 | 144 |

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*On April 25, 1983 the District returned to the regular five-day week schedule and continued on this schedule during the remainder of the year due to the State Supreme Court decision.

## SCHEDULES

In keeping with the District philosophy that each school has its own needs and flexibility, a certain amount of variance within the general schedule was permitted from building to building as long as the required number of hours set forth in the preceding section were met. Following is a description of the schedules for the four main attendance centers within the District.

### Big Horn Elementary

Kindergarten: 8:05 a.m. to 11:15 a.m. (3 hours and 10 minutes).

Grades 1-6: 8:05 a.m. to 3:55 p.m. (7 hours and 5 minutes--this does not include a 45-minute lunch break).

A 20-minute recess period (including the snack time) was provided in the mornings and a 15-minute recess period was provided in the afternoons for kindergarten through grade 6.

The Big Horn Elementary day is 20 minutes longer than the Tongue River Elementary day because the busses at Tongue River Elementary arrive later in the mornings and must leave earlier in the afternoons in order to get to the High School (in Dayton) at 8:00 a.m. and 4:00 p.m., respectively.

### Tongue River Elementary

Kindergarten: Two sessions--8:15 a.m. to 11:15 a.m. and 12:30 p.m. to 3:40 p.m. (3 hours and 10 minutes each).

Grades 1-6: 8:15 a.m. to 3:45 p.m. (7 hours, this does not include a 30-minute lunch break).

A 20-minute recess period (including snack time) was provided in the mornings and a 15-minute recess period was provided in the afternoons for kindergarten through grade 6.

## Tongue River Junior-Senior High

Grades 7-12: 8:00 a.m. to 4:00 p.m. (7 hours and 30 minutes--this does not include a 30-minute lunch break).

Period 1 -- 8:00 to 9:05
Period 2 -- 9:10 to 10:15
Period 3 -- 10:20 to 11:25
Period 4 -- 11:30 to 1:00 (includes 30-minute lunch break)
Period 5 -- 1:05 to 2:00
Period 6 -- 2:05 to 3:00
Period 7 -- 3:05 to 4:00

Average class time will be 10 minutes longer than the 1981-82 school year.

As many extracurricular activities as possible were scheduled after school hours and on Fridays.

## Big Horn Junior-Senior High

Grades 7-12: 8:00 a.m. to 4:00 p.m. (7 hours and 40 minutes--this does not include a 20-minute lunch break).

Period 1 -- 8:00 to 9:10
Period 2 -- 9:14 to 10:24
Period 3 -- 10:28 to 11:38
Period 4 -- 11:40 to 1:14 (includes two 20-minute lunch breaks)
Lunch A -- 11:40 to 12:00
Lunch B -- 12:00 to 12:20
Period 5 -- 1:18 to 2:28
TWIG -- 2:28 to 2:46
Period 6 -- 2:50 to 4:00

Average class time is 15 minutes longer than the 1981-82 school year.

As many extracurricular activities as possible were scheduled after school hours and on Fridays.

A nutritious snack consisting of such items as juice, milk, fruit, raisins, graham crackers or cheese was served in the mornings in each elementary classroom (K-6) and in the afternoon kindergarten session. There was no charge for the snack.

Certified staff were expected to be on duty from 7:30 a.m. until the busses leave the school property, Monday through Thursday. Inservice days were scheduled from 8:00 a.m. to 3:00 p.m. except on days of home football games where the workshop period was from 7:30 a.m. to 12:30 p.m. It was felt that it would be better to have inservices on days of home games and for a shorter time period and have the entire staff there than to have part of the staff gone to away games. This is a problem mainly during the football season.

There is some variation in the classified staff schedules. Full-time custodians worked Monday through Friday, 8 hours per day for a 40-hour week. Secretaries worked Monday through Thursday and only on Fridays when the building principals felt they were needed. Bus drivers worked four days per week, Monday through Thursday. Some worked on Friday for activity purposes, but that was extra pay. Cooks and kitchen help worked four days per week, Monday through Thursday. Some hours were extended to provide additional snack preparation time. Teacher aides, instructional assistants and other paraprofessionals worked four days per week, 7:30 a.m. to 4:00 p.m., but they worked on Fridays if needed. The Central Office was open from 8:00 a.m. to 4:00 p.m. every Friday, except for vacations.

## PARENT ADVISORY COUNCIL

A parent advisory council was formed by the Board of Education. The Council is open to any parent of a child in the District who wishes to volunteer. At the present time there are 12 members on the Council. The purpose of the Council is to serve as advisors to the Board of Education and the administration on the alternative scheduling concept. The advisory council has been instrumental in developing a seven-page newsletter explaining the alternative schedule. This letter was sent to patrons in the District. The Council has also planned and made arrangements for a variety of activities for the students through the community on Fridays, i.e., Y.M.C.A. swimming lessons, community education classes, and library activities.

## EVALUATION PROGRAM

The evaluation of the Program is a very significant part of the alternative scheduling concept as it is being tried in Sheridan County School District Number One West.

A third-party evaluation system, comprised of an outside agency, the State Department of Education and the local school district, was utilized to determine if the goals of the Program that the Board had identified are being met, and to answer some critical questions in reference to the following seven areas:

1. Data on pupil and teacher attendance, staff turnover, and student dropout or movement was collected.
2. Student progress was measured.
3. A record of time-on-task, i.e., scheduling and content, was kept for comparative purposes.
4. Expectations of both professional staff and parents were assessed.
5. Inservice and other activities related to the professional growth and development were documented.
6. Costs were analyzed and compared to previous years.
7. Elementary childrens' attention span and fatigue was assessed.

After reviewing four proposals for evaluations from outside agencies, the Board of Education entered into a contract with the Northwest Regional Educational Laboratory of Portland, Oregon to provide the major function of evaluating the alternative scheduling concept as it operates in the District.

The State Department of Education also monitored the Program. This was done mainly through the State Department's onsite, indepth team accreditation visit in November and a verification visit in April.

In general, the timeline for the evaluation of the District's alternative scheduling program was:

| | |
|---|---|
| October 1982 | ● Develop Evaluation Plan (NWREL)<br>● Pretest student achievement (District)<br>● Develop staff development and inservice plans (District) |
| November 1982 | ● Complete development and refinement of questionnaire, and interview forms (NWREL) |
| December 1982 | ● Conduct initial evaluation site visit to review progress and assure the data collection procedures are in place (NWREL) |
| April 1983 | ● Posttest student achievement (District)<br>● Assess student attitude toward school at local and comparison sites (District)<br>● Conduct teacher, staff, parent and student surveys (District/NWREL) |
| May 1983 | ● Conduct evaluation site visit to gather evidence (NWREL) |
| June 1983 | ● Complete analysis of results and prepare report (NWREL) |

B. Were staff and curriculum development efforts implemented as a result of the new schedule?

A curriculum enhancement model was designed and implemented by the District. The outline of the model's processes and participants is displayed in Table 2. Phase I (District Level Committee activities) of the model began in the District on September 17 for the Language Arts area. By May, Phase I essentially had been completed, with only the staff and Board presentations remaining to be done. Phase II and III (Building Level Committee activities) are planned to be initiated next year, followed by Phase IV in the third year. Thus, a curriculum development effort was initiated by the District as part of the Program model.

The goals for staff development were also prioritized by the District, as outlined below:

1. District-level Curriculum Development
    - a. Focus on Language Arts, Gifted and Talented, and Guidance Committees at the District level. They will proceed to develop curriculum according to a District model.
    - b. Continue committees such as Health, Vocational Education, Music and Environmental Education at the building level.
    - c. Require each building, by grade level or department, to write a building outline of what is now being done in each curriculum area.
2. In-service Training
    - a. Place an emphasis on writing skills development.
    - b. Conduct learning styles and adaptive P.E. workshops.
    - c. Schedule other in-services such as study skills and time management for the Fall of 1983.

d. Schedule in-service meetings for support staff personnel.

e. Schedule optional language arts workshops on specific topics such as spelling or poetry, during building time or after school.

3. Meetings

a. Conduct Special Education staff meetings on a monthly basis.

b. Allow Friday building time for Talents Unlimited presentations, for building curriculum, for teacher planning time, and for staff meetings which relate to the affective domain.

The fact that the District quickly encountered the need to prioritize its staff development and curriculum development goals is in itself evidence of the scope and intensity of professional improvement activities being attempted. Because of the novelty, enthusiasm and opportunity for renewal, the District tried to accomplish too much too soon. As a result, a more realistic pace had to be adopted. The inservice schedule for the 1982-83 year is summarized in Table 3. As can be seen in the table, a variety of instructional topics were addressed. In addition, training opportunities were also provided for classified staff. As of March 18, more than 2,434 person hours were devoted at the building level and 2,459 person hours were devoted for District-wide activities involving staff training and curriculum development. Indeed, these efforts have continued on an intensive basis into the summer months. Additional time was devoted by the curriculum specialist to the demonstration of instructional techniques within the regular classroom. The specialist provided assistance to teachers in the implementation of various language arts activities as summarized in Table 4.

## Table 2

## District Curriculum Enhancement Model

**Phase I** **District Level Committee**

A. Responsibilities

1. Determine a District philosophy
2. Review existing programs in the curricular areas.
3. Review needs of students
4. Identify problem areas
5. Determine District objectives and goals
6. Determine minimum competencies
7. Write District outline including philosophy, goals, objectives, and competencies
8. Present outline to staff
9. Present outline to School Board
10. Present final curriculum guide to School Board

B. Membership

1. Curriculum Coordinator
2. Three teachers from each elementary school (minimum)
3. All members of the curricular department from each high school
4. One building principal
5. Two community members: one from Big Horn, one from Tongue River

**Phase II** **Building Level Course Committees**

A. Responsibilities

1. Identify specific experiences for grade levels, including minimum competencies
2. Develop scope and sequence chart
3. Build courses/classes by determining content
4. Write course outlines and descriptions
5. Develop evaluation procedures
6. Present to District Level Committee
7. Present to staff
8. Present to School Board

B. Membership (at each building)

1. Building principal
2. Three teachers

Table 2 -- Cont'd

**Phase III** Building Level Materials Committees

A. Responsibilities

1. Compile a list of materials, programs, kits, audio-visual equipment, and resources currently used
2. Compile a file of techniques and methods which incorporate different learner styles
3. Determine material needs related to goals and objectives
4. Review market materials
5. Select materials needed
6. Draw up recommendations and budget considerations
7. Present to District Level Committee
8. Present to staff
9. Present to School Board

B. Membership (at each building)

1. Building principal
2. Three teachers

**Phase IV** Implementation and Review Committee

A. Responsibilities

1. Organize needed in-service sessions
2. Meet with teachers to receive feedback about success of program
3. Meet with building principal to compile a report about the program
4. Meet with District Level Committee to make revisions

B. Membership

1. Curriculum coordinator
2. One teacher from each building

Table 3

1982-83 Inservice Schedule

| Date | Time | Topic | Participants | Place |
|---|---|---|---|---|
| 9-3 | 7:30 - 10:00 | The Writing Process | District-wide | TRSH |
| 9-17 | 7:30 - 10:00 | Pre-Writing | District-wide | BHSH |
| 10-8 | 7:30 - 10:00 | Listening Skills | Those not attending IRA Conference | TRE |
| 11-19 | 7:30 - 8:15 | WSCEA Meeting | All | BH |
| | 8:00 - 3:00 | Adaptive P.E. | ERC and P.E. teachers | TRE |
| | 8:15 - 10:00 | Writing: Revising Proofreading | All | BH |
| | 10:00 - 11:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | BH |
| | 1:00 - 3:00 | Building Time | Building staffs | Each Building |
| 12-3 | 8:00 - 10:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | Sheridan |
| | 8:00 - 3:00 | Building Time | Building staffs | Each Building |
| | 2:00 - 3:00 | ERC | Special Ed. staff | ERC |
| 1-7 | 8:00 - 3:00 | Learning Styles | All | TRE |

## Table 3 -- Cont'd

## 1982-83 Inservice Schedule

| Date | Time | Topic | Participants | Place |
|---|---|---|---|---|
| 1-21 | 8:00 - 10:00 | Writing: Journal Writing, Composing Techniques | Big Horn staffs | BH |
| | 10:00 - 11:00 | ERC | Special Ed. staff | ERC |
| | 10:00 - 3:00 | Building Time | BH | BH |
| | 11:00 - 12:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | Sheridan |
| | 8:00 - 12:00 | Building Time | TRE/TRHS | TRE/TRHS |
| | 1:00 - 3:00 | Writing: Journal Writing, Composing Techniques | TRE/TRHS staffs | TRHS |
| 2-11 | 8:00 - 10:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | Sheridan |
| | 8:00 - 10:00 | Building Time | Building staffs | Each Building |
| | 2:00 - 3:00 | ERC | Special Ed. staff | ERC |
| 3-11 | 8:00 - 11:00 | Evaluating Writing | All | BH |
| | 11:00 - 12:00 | ERC | Special Ed. staff | BH |
| | 11:00 - 12:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | BH |
| | 12:00 - 3:00 | Building Time | Building staffs | Each Building |

Table 3 -- Cont'd

1982-83 Inservice Schedule

| Date | Time | Topic | Participants | Place |
|---|---|---|---|---|
| 4-22 | 8:00 - 10:00 | Language Arts, Gifted & Talented, Guidance Curriculum Committees | Committee members | Sheridan |
| | 8:00 - 3:00 | Building Time | Building staffs | Each Building |
| | 2:00 - 3:00 | ERC | Special Ed. staff | ERC |
| 4-8, 16<br>4-22 | 8:00 - 10:00<br>8:00 - 12:00 | Red Cross Basic First Aid Training | Classified staff | Sheridan |

### Table 4

### Summary of Classroom Demonstration Provided by Curriculum Specialist

| Language Arts Topic | No. of Classrooms | No. of Sessions |
|---|---|---|
| Pre-Writing | 11 | 23 |
| Composing | 41 | 71 |
| Revising | 14 | 25 |
| Spelling | 15 | 26 |

Thus, staff and curriculum development efforts were extensively implemented as a result of the Program model and apparently will continue to be a priority of the District. So, one direct outgrowth of the Program model was a unified emphasis upon instructional enhancement and renewal.

### C. Were the professional development activities viewed as having enhanced the District program?

One section of the teacher survey was designed to assess the scope and intensity of instructional improvements resulting from the District's focus upon professional development. Teachers were first asked to indicate whether they participated in more or less curriculum planning and professional renewal efforts this year. Eighty-five percent of the 47 teachers responding indicated that they had indeed participated in more of these activities. Eleven percent said that their level of participation was about the same as last year and four percent said they participated less than before.

A second question asked teachers to indicate what effect their participation in these professional development activities had upon their teaching. Seventy-seven percent of the 43 respondents noted some degree of positive change. Sixteen percent said it had no effect, while seven percent indicated a negative effect. Teachers indicated that the activities "helped me to improve teaching," "(the activities) gave me new insights into teaching language arts and opportunity to exchange ideas with other teachers," and "(the activities provided) more enthusiasm (and) more time to try new things." However, a consistent criticism of the activities was the lack of time to actually apply what was learned--"I had less time to work in my room" and "(there was) little time to prepare to implement new ideas."

The final question concerning professional renewal asked teachers to rate the degree of change which has resulted at both a personal and institutional level. Table 5 provides a summary of the results.

### Table 5

### Extent to Which Curriculum Planning and Professional Development Activities Resulted in Instructional Improvement (n=56)

| Degree of Effort / Level of Change | Not Attempted | Planned | Shared & Discussed | Initiated | Currently Implementing | Accomplished |
|---|---|---|---|---|---|---|
| Applied the information gained | 2% | 6% | 11% | 21% | 49% | 11% |
| Changed your classroom program | 11% | 7% | 16% | 20% | 41% | 5% |
| Instituted changes in your own professional development | 9% | 15% | 11% | 26% | 17% | 22% |
| Recommended changes in the school's program | 25% | 13% | 27% | 16% | 18% | 4% |
| Suggested changes in the District's program | 43% | 13% | 26% | 6% | 11% | 0% |

By reading Table 5 across the rows, it can be seen that teachers generally accomplished the most improvement within their own professional repertoire and classrooms. More than half had implemented or accomplished an application of the information, while only about one in ten were implementing changes at the District level.

By reading Table 5 down the columns, we see that a good deal of effort was sparked by the professional renewal activities. Essentially all teachers had attempted some degree of improvement. The reader will note the diagonal line across the body of Table 5. This line distinguishes between substantial, far reaching effects (in the lower right side) and temporary, marginal effects (in the upper left side). When the 15 lower right-hand cells were compared to the upper left, it was found that 49 percent of the ratings represented substantial instructional change to the individual, classroom, school and District. This suggests that the professional development activities did enhance the District program and will probably continue to do so in the future.

D. Did the approach have an affect upon the degree to which students are engaged in classroom learning (on task)?

Four major sources of evidence were sought in answering this question. First, principals in each building observed the level of on-task behavior in a random sample of classrooms three times during the 1982-83 school year. Unfortunately, baseline data from the previous year were not available for comparison purposes. The percentage of time which students were engaged in learning tasks was assessed using a structured observation schedule (see Appendix A). The results of the observations are shown in the graph on the following page.

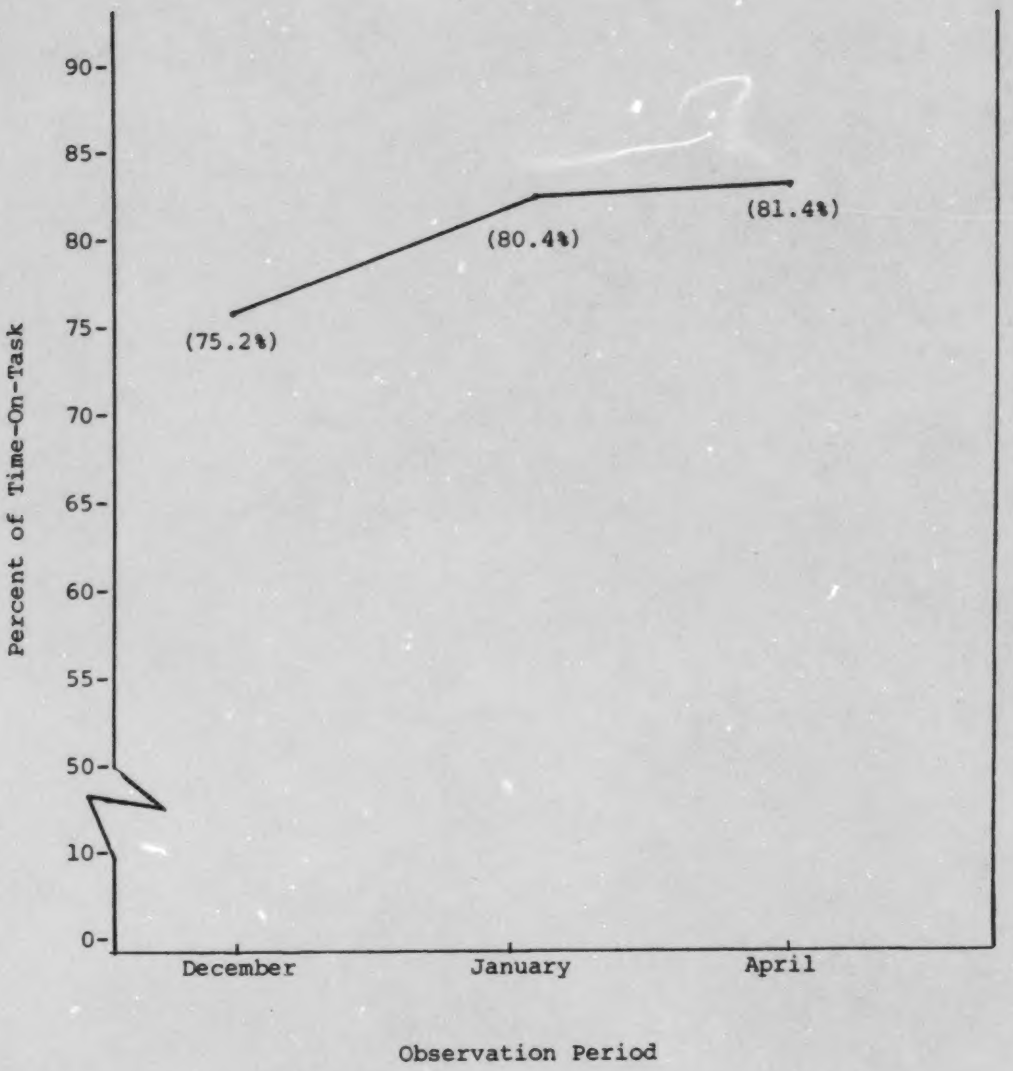

Figure 1

Level of On-Task Behavior
During the 1982-83 Year

The percentage of time students were engaged in learning tasks increased 6.2 percent over the five-month period. Time on task increased in 69 percent of the classrooms sampled. This increase was statistically significant at the .01 level of probability. So, the first source of evidence suggests that on-task learning time does increase, although this increase cannot be directly attributed to the four-day week.

The second source of evidence was collected by the building principals concerning the number of hours during a given month which students and staff leave classes to participate in extracurricular activities. These departures not only limit students' contact time in the classroom, but also create a disruption of the teaching which is being provided. The high school principals were asked to determine the number of student/days out of class for a randomly selected month for the 1981-82 and 1982-83 school years. The results are summarized below:

| | | Teacher/Days Out of Class | Student/Days Out of Class |
|---|---|---|---|
| Big Horn | October 1981 | 63 | 695 |
| High School | October 1982 | 9 | 75 |
| | Difference | - 86% | - 89% |
| Tongue River | February 1982 | 32 | 174 |
| High School | February 1983 | 9 | 15 |
| | Difference | - 72% | - 91% |

Again, a dramatic decline in the amount of disrupted class time was observed for the current year. Both the proportion of teacher/days out of class and student/days out of class for school-sponsored extra curricular activities declined an average of 81 percent and 90 percent, respectively. Thus, this second source of evidence also suggests that classroom learning time is enhanced by the four-day school schedule.

The third source of evidence focused upon changes in the amount of school time devoted to instructional areas at the elementary level. The average number of minutes per week in the school day spent on various subject areas as well as non-instructional time was computed for the current and preceding year. Table 6 on the following page provides summary of these instructional time allotments.

As can be seen in the table, in the 1981-82 year an average of 71 percent of the 1,882 minutes of school time each week was spent in instructional activities. While total school time was reduced by 111 minutes to an average of 1,771 minutes in the 1982-83 year, the actual amount of time devoted to instruction was increased 167 minutes to 85 percent of the school day. The amount of time devoted to the subject areas of social studies, mathematics, reading, spelling, penmanship, language arts, science, and affective (guidance) education all increased, while the time devoted to physical education, art and music declined slightly. Thus, the third source of evidence also suggests that the four-day schedule has a positive influence on the amount and efficiency of the school time devoted to instruction.

## Table 6

### Summary of Instructional Time by Subject Area at the Elementary Level
### Average Amount of Time Per Week, Grades K-6

| | 1981-82 School Year (5-Day Schedule) | | 1982-83 School Year (4-Day Schedule) | | Difference | |
|---|---|---|---|---|---|---|
| Area | Minutes Per Week | % of Time | Minutes Per Week | % of Time | Minutes | % |
| Social Studies | 98 | 5% | 151 | 9% | +53 | + 4% |
| Mathematics | 234 | 12% | 269 | 15% | +35 | + 3% |
| Reading | 383 | 20% | 397 | 22% | +14 | + 2% |
| Spelling | 78 | 4% | 83 | 5% | + 5 | + 1% |
| Penmanship | 48 | 3% | 75 | 4% | +27 | + 1% |
| Language Arts | 145 | 8% | 172 | 10% | +27 | + 2% |
| Science | 87 | 5% | 123 | 7% | +36 | + 2% |
| Art | 58 | 3% | 51 | 3% | - 7 | 0% |
| Music | 67 | 4% | 55 | 3% | -12 | - 1% |
| Media | 43 | 2% | 53 | 3% | +10 | + 1% |
| P.E. | 88 | 5% | 57 | 3% | -31 | - 2% |
| Affective Ed. | 10 | 1% | 20 | 1% | +10 | 0% |
| Total Instructional | 1,339 | 71% | 1,506 | 85% | +167 | +14% |
| Total Non-Instructional | 543 | 29% | 265 | 15% | -278 | -14 |
| GRAND TOTAL | 1,882 | 100% | 1,771 | 100% | -111 | - 6% |

The fourth source of evidence concerning students' time on task was gathered from student, teacher and parent surveys. (See Appendix B, C, and D, respectively.) These groups were asked to rate the affect of the four-day school week on several factors which directly influence classroom learning time--disruption, fatigue, preparation, etc. The survey results for these items are summarized in Table 7.

Table 7 reveals a good deal of consistency among the opinions of teachers, students and parents. The vast majority view the four-day school week as having had a positive impact upon student information retention, student preparation for class, time available for lessons, student participation and attendance, reduction of classroom disruptions and opportunity for special activities. However, the majority of respondents also viewed teacher and student fatigue as a problem. Teacher results were further analyzed for this survey item as shown below.

Percent of Teachers Indicating the Effect of the
New Schedule on Student and Teacher Fatigue

| Level | n | Positive Effect | No Difference | Negative Effect |
|---|---|---|---|---|
| Elementary | 21 | 19% | 33% | 48% |
| Secondary | 27 | 44% | 22% | 33% |

While proportionately more elementary teachers indicate that student and teacher fatigue is a problem, the difference between elementary and secondary teacher responses was not statistically significant.

## Table 7

### Summary of Survey Results Concerning the Influence of the Four-Day Week on Classroom Learning Time

| Factor | Percent Rating 4-Day Week As Positive<br>Teachers (n=55) | <br>Students (n=336) | <br>Parents (n=206) |
|---|---|---|---|
| 1. Students can remember key points from the lessons. | 62% | 78% | 65% |
| 2. The amount of homework is OK. | 48% | 65% | 55% |
| 3. Students are adequately prepared for class. | 68% | 68% | 61% |
| 4. There is enough time to cover the lessons. | 85% | 89% | 78% |
| 5. Students actively participate in class. | 81% | 80% | 73% |
| 6. Students and teachers aren't absent. | 87% | 64% | 73% |
| 7. Students aren't going in and out during class time. | 91% | 70% | 64% |
| 8. The teacher and students get tired in class. | 32% | 32% | 25% |
| 9. There's time for special activities and makeup work. | 69% | 62% | 66% |
| GRAND AVERAGE | 69% | 68% | 62% |

Primary level (K-3) children were asked on the School Sentiment Index (Appendix E) "Do you get tired at school?" Seventy percent of the students from the District agreed that they did get tired. This finding would appear to be highly incriminating of the approach until the results are compared to those of children from a five-day week school. Students from a comparable district in Northeastern Wyoming were also asked the same question. Seventy-two percent of the children on the five-day week said that they get tired at school. Thus, essentially no difference exists between the responses of the two groups. Even more dramatic are the intermediate level results for the same question. While sixty-five percent of the control students (five-day week) agreed that "I get real tired in school," only fourty-nine percent of the four-day week students agreed with this statement. This difference is statistically significant at the .01 level of probability and strongly suggests that fatigue is not necessarily a problem of the four-day week.

In summary, the evaluation attempted to determine the affect of the four-day school week on classroom learning time. All sources of evidence suggest that the approach has substantial positive impact upon the quality and quantity of classroom learning time. Fatigue was identified as the one drawback of the approach, but even this factor may not be as critical as had been suspected.

## E. Did the approach have an affect upon the quality of classroom instruction?

Since a major component of the approach focused upon staff development and curriculum development to enhance the quality of instruction, several sources of evidence were reviewed to determine the instructional effects of the four-day school week. The first source of information was principal ratings of teacher performance (Appendix F) conducted in a random sample of classrooms three times during the 1982-83 school year. Baseline information from the previous year was not available. Instead, a comparison was made between those areas where improved teacher performance would be predicted from the inservice and curriculum development, versus those areas where no change would be expected to occur. Figure 2 provides a graphic representation of the relative ratings of teacher performance during the year. First, a slight increase in the overall quality of instruction occurred during the year. This increase was not statistically significant. The two areas where improvements in instructional quality would be expected are instructional management and meeting student concerns. No change in rules/procedures, pupil behavior management and classroom climate would be expected to result from the inservice. The data partially support this hypothesis. The quality of instructional management improved in 63 percent of the classrooms, but the gain was not statistically significant. A significant increase ($p < .01$) in the quality of meeting student concerns was observed, with improvements being made in 60 percent of the classrooms. A (non-significant) decline in performance was seen in the areas of classroom climate, and rules and procedures. Managing pupil behavior increased slightly, but not to a significant degree. Table 8 provides a summary of these comparisons.

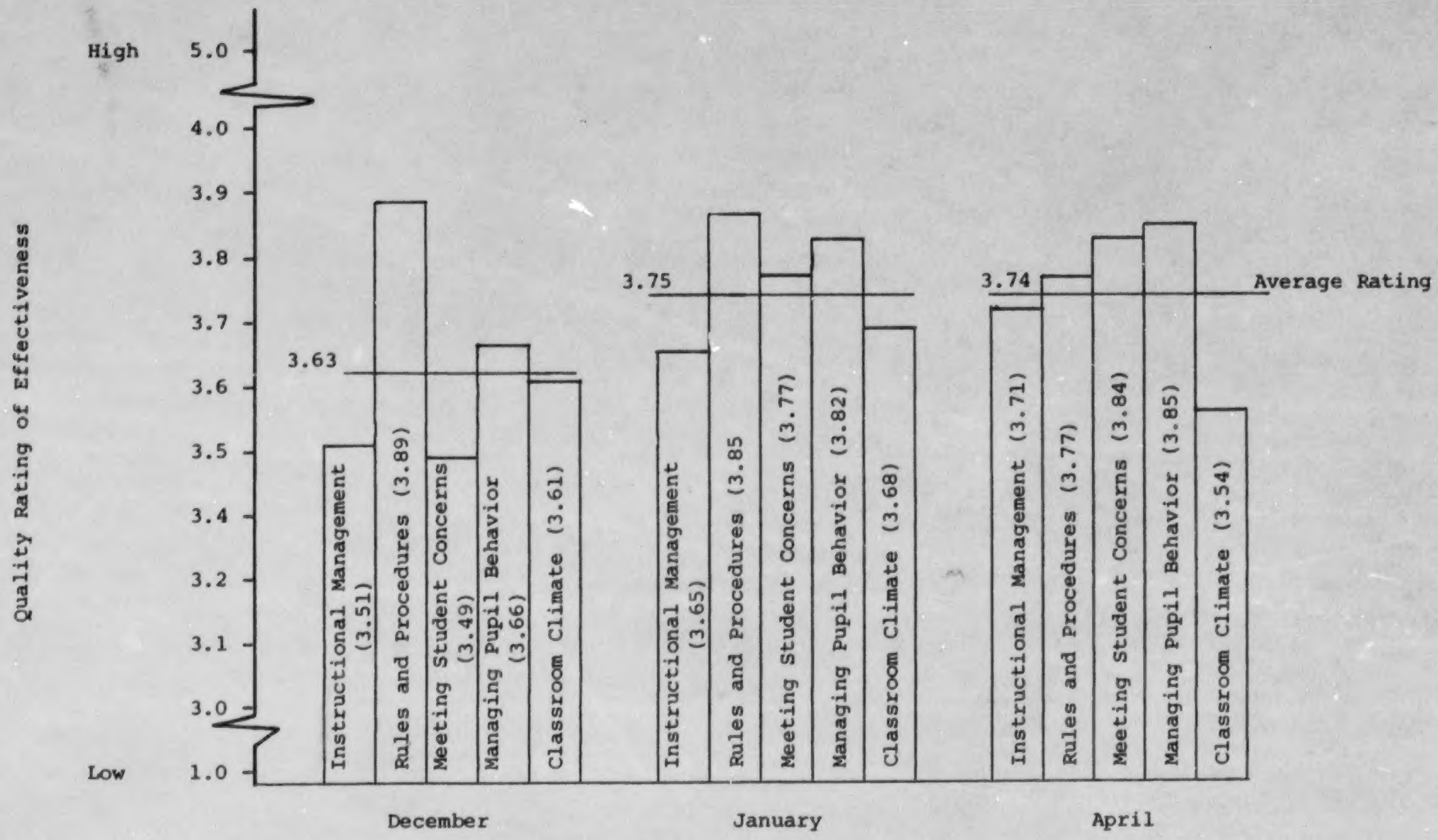

Figure 2

Average Quality Rating of Teacher Effectiveness

(n=35)

Table 8

December to April Changes in Teacher Performance
(n=35)

| | December | | April | | Change | | |
|---|---|---|---|---|---|---|---|
| | Mean* Rating | s.d. | Mean Rating | s.d. | Mean Gain | Percent Gaining | Significance |
| Instructional Management | 3.51 | .69 | 3.71 | .85 | + .20 | 63% | n.s. |
| Rules and Procedures | 3.89 | .81 | 3.77 | 1.02 | - .12 | 40% | n.s. |
| Meeting Student Concerns | 3.49 | .84 | 3.84 | .95 | + .35 | 60% | p .01 |
| Managing Pupil Behavior | 3.66 | .79 | 3.85 | .99 | + .19 | 63% | n.s. |
| Classroom Climate | 3.61 | .75 | 3.54 | .94 | - .07 | 34% | n.s. |

*Average on a 5-point scale, where 5 is positive and 1 is negative.

While the findings are inconclusive, they suggest that instructional quality has improved slightly in those areas where efforts were made to enhance staff performance and curriculum.

A second source of evidence concerning instructional quality was the opinions of students, teachers and parents. A set of survey items asked the respondents to gauge the effect of the four-day school week on the school program. Table 9 presents the results. As can be seen in the table, the vast majority of respondents indicated that the four-day school week had a positive influence on the quality and scope of instruction. Some teachers and parents were concerned about the extent to which instruction could be varied, particularly to meet the range of student needs (items 4 and 6). However, the only relatively negative item was the limited opportunity for out-of-school activities under the four-day school week plan. Since Monday through Thursday

## Table 9

### Summary of Survey Results Concerning the Influence of the Four-Day Week on School Program Quality

| | Percent Rating 4-Day Week as Positive | | |
|---|---|---|---|
| Factor | Teachers (n=55) | Students (n=336) | Parents (n=206) |
| 1. Classes cover enough material. | 78% | 90% | 73% |
| 2. Students learn a lot from the classes. | 83% | 90% | 68% |
| 3. There is time for the classes to focus on details. | 81% | 89% | 79% |
| 4. Both slow and fast students can learn from the classes. | 62% | 76% | 64% |
| 5. Lessons flow smoothly from day to day. | 70% | 77% | 70% |
| 6. The teacher uses a variety of different activities in class. | 81% | 61% | 68% |
| 7. Field trips and other out-of-school activities are used. | 62% | 29% | 46% |
| GRAND AVERAGE | 74% | 73% | 67% |

had been designated for highly structured in-class activity, respondents felt that field trips and other out-of-school activities were less likely to occur. More flexibility in this area was encouraged.

Teacher evaluations together with student, parent and teacher surveys, suggest that the four-day school week approach employed by the Sheridan County School District had a positive effect upon the quality of classroom instruction and the instructional program.

F. What affect did the approach have upon students' achievement in the basic skill areas?

The ultimate measure of the success of an educational program is the amount of learning which takes place. Science Research Associate's (SRA) achievement test series had been used by the District each spring to gauge the achievement levels of the students. During the 1982-83 year, the SRA test series was administered both fall and spring on the prescribed norming dates. Thus, two major comparisons of the results were possible: (a) a longitudinal comparison of changes from spring to spring and (b) an appraisal of growth among students during the 1982-83 year. Since the tests are nationally normed, percentile and normal curve equivalent values can be used as a standard for determining normal growth. If the new approach is associated with changes in this growth rate, then a causal relationship is implied.

Tables 10, 11 and 12 provide a summary of the longitudinal comparison of students' achievement in reading, mathematics and language arts. A trend was considered to be evident when the Spring 1982 NCE score was 7 points more or less than the median* of the preceding two years. As can be seen in the tables, student achievement did not vary appreciably over the three-year period, neither increasing nor declining significantly. Indeed, student achievement has remained quite stable over the years. It should also be pointed out that the District's students are as a whole performing at or above the national average (an NCE of 50) at all grade levels and in all basic skill areas.

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*A rule of thumb for judging the educational significance of a change in test scores is one-third of a standard deviation. Since the standard deviation of an NCE is 21.06, seven would be the critical value.

## Table 10

## Longitudinal Comparison of Student Achievement
## SRA Achievement Series

### TOTAL READING

| Grade | Spring 1981 n | Spring 1981 NCE Mean | Spring 1982 n | Spring 1982 NCE Mean | Spring 1983 n | Spring 1983 NCE Mean | Substantial TREND? |
|---|---|---|---|---|---|---|---|
| 1* | 40 | 57.5 | 44 | 55.9 | 39 | 60.2 | No |
| 3* | Not Available | | 34 | 59.9 | 43 | 52.1 | Maybe, down |
| 5* | 39 | 53.7 | 47 | 60.4 | 55 | 54.7 | No |
| 7 | 52 | 62.8 | 55 | 57.4 | 75 | 55.7 | No |
| 9 | 60 | 54.1 | 47 | 57.5 | 62 | 58.0 | No |
| 11 | 54 | 50.6 | 55 | 53.2 | 47 | 57.1 | No |
| Total | 245 | 55.7 | 282 | 57.2 | 321 | 56.2 | No |

*Tongue River Elementary only.

## Table 11

## Longitudinal Comparison of Student Achievement
## SRA Achievement Series

### TOTAL MATHEMATICS

| | Spring 1981 | | Spring 1982 | | Spring 1983 | | |
|---|---|---|---|---|---|---|---|
| Grade | n | NCE Mean | n | NCE Mean | n | NCE Mean | Substantial TREND? |
| 1* | 38 | 48.4 | 44 | 57.5 | 38 | 58.7 | No |
| 3* | Not Available | | 34 | 55.9 | 42 | 49.4 | No |
| 5* | 40 | 44.7 | 47 | 53.7 | 54 | 57.5 | Yes, up |
| 7 | 52 | 52.5 | 54 | 55.3 | 74 | 52.2 | No |
| 9 | 60 | 54.7 | 47 | 60.5 | 62 | 60.3 | No |
| 11 | 55 | 58.1 | 56 | 61.1 | 47 | 63.0 | No |
| Total | 245 | 52.4 | 282 | 57.5 | 317 | 56.7 | No |

*Tongue River Elementary only.

## Table 12

## Longitudinal Comparison of Student Achievement
## SRA Achievement Series

## TOTAL LANGUAGE ARTS

| | Spring 1981 | | Spring 1982 | | Spring 1983 | | |
|---|---|---|---|---|---|---|---|
| Grade | n | NCE Mean | n | NCE Mean | n | NCE Mean | Substantial TREND? |
| 3* | Not Available | | 34 | 58.7 | 42 | 48.4 | Maybe, down |
| 5* | 39 | 52.6 | 47 | 56.4 | 54 | 55.1 | No |
| 7 | 52 | 59.1 | 54 | 54.9 | 72 | 50.4 | No |
| 9 | 60 | 49.5 | 47 | 53.9 | 62 | 56.2 | No |
| 11 | 55 | 50.4 | 55 | 62.3 | 46 | 55.3 | No |
| Total | 206 | 52.8 | 237 | 57.3 | 276 | 53.1 | No |

*Tongue River Elementary only.

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The second comparison was based upon students' fall to spring achievement in the basic academic areas of reading, mathematics, language arts, social studies and science. Tables 13, 14, 15, 16 and 17, respectively, summarize this information. Each table provides, by grade level, a summary of students' fall average score, spring average score, the average gain or loss, the results of a test of statistical significance, and the test (seven points difference) of educational significance.

In the area of reading, portrayed by Table 13, only kindergarten students demonstrated a significant gain over the year. Other areas varied up or down, but the net change for all grade levels was only one-half of a point (.6). Thus, no change in either direction could be attributed to the four-day week.

Mathematics achievement is summarized in Table 14. The results reveal a net gain of 1.5 NCE across the grade levels, but this amount of change is not significant. Language arts, an area stressed during the year in inservice activities, found a net loss of 1.2 NCE points. Again, this amount of change is insignificant, as is shown in Table 15. (Ironically, this area was a major focus of inservice during the year.)

Students' rate of growth in social studies during the year remained essentially unchanged, as can be seen in Table 16. It should be noted that no change in NCE points does not mean that learning did not take place. It means that students' learned at the normal rate.

The results for science, as shown in Table 17 was similar. Students do well, but do not demonstrate an accelerated growth as a result of the four-day week. Thus, the evidence does not indicate that achievement is positively or negatively effected by the four-day school week after one year of operation. Continued operation on this schedule might affect achievement, but no change could be detected in a single year.

## Table 13

## SRA Achievement Test Series
## 1982-83 Fall to Spring Comparison
## of District Students

### TOTAL READING

| | October 1982 | | | April 1983 | | | Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | n | NCE Average | s.d. | n | NCE Average | s.d. | Mean Difference | Statistically Significant? | Educationally Significant? |
| K | 63 | 37.6 | 20.2 | 65 | 52.0 | 20.5 | + 14.4 | Yes, <.001 | Yes |
| 1 | 61 | 63.2 | 13.7 | 61 | 61.4 | 17.7 | - 1.8 | No | No |
| 2 | 68 | 58.4 | 20.0 | 70 | 65.8 | 21.2 | - 1.6 | No | No |
| 3 | 63 | 57.2 | 18.6 | 62 | 53.9 | 22.8 | - 3.3 | No | No |
| 4 | 53 | 63.4 | 19.1 | 52 | 58.9 | 20.2 | - 4.5 | No | No |
| 5 | 85 | 56.8 | 18.3 | 82 | 55.1 | 16.8 | - 1.7 | No | No |
| 6 | 61 | 61.7 | 16.1 | 59 | 56.5 | 17.8 | - 5.2 | No | No |
| 7 | 77 | 54.1 | 18.5 | 75 | 55.7 | 21.5 | + 1.6 | No | No |
| 8 | 69 | 60.6 | 16.8 | 62 | 59.8 | 18.2 | - .8 | No | No |
| 9 | 62 | 59.0 | 17.8 | 62 | 58.0 | 21.3 | - 1.0 | No | No |
| 10 | 51 | 55.1 | 20.2 | 52 | 55.8 | 20.5 | + .7 | No | No |
| 11 | 48 | 59.1 | 16.6 | 47 | 57.1 | 20.0 | - 2.0 | No | No |
| 12 | 51 | 54.5 | 16.6 | 50 | 51.3 | 15.4 | - 3.2 | No | No |
| Total | 812 | 56.9 | 21.1* | 799 | 56.3 | 21.1* | - .6 | No | No |

*Estimate based on national average.

## Table 14

## SRA Achievement Test Series
## 1982-83 Fall to Spring Comparison
## of District Students

## TOTAL MATHEMATICS

| | October 1982 | | | April 1983 | | | Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | n | NCE Average | s.d. | n | NCE Average | s.d. | Mean Difference | Statistically Significant? | Educationally Significant? |
| K | 63 | 48.5 | 20.2 | 66 | 53.5 | 17.0 | + 5.0 | No | No |
| 1 | 61 | 56.8 | 15.2 | 60 | 59.5 | 20.6 | + 2.7 | No | No |
| 2 | 68 | 50.7 | 18.3 | 70 | 49.7 | 17.6 | - 1.0 | No | No |
| 3 | 63 | 52.7 | 19.8 | 61 | 50.0 | 17.2 | - 2.7 | No | No |
| 4 | 53 | 51.3 | 15.8 | 52 | 53.3 | 17.4 | + 2.0 | No | No |
| 5 | 85 | 53.7 | 19.5 | 81 | 55.9 | 22.6 | + 2.2 | No | No |
| 6 | 61 | 57.5 | 17.3 | 59 | 56.2 | 17.6 | - 1.3 | No | No |
| 7 | 77 | 52.9 | 17.5 | 74 | 52.2 | 19.1 | - .7 | No | No |
| 8 | 69 | 56.4 | 16.8 | 62 | 57.2 | 19.7 | + .8 | No | No |
| 9 | 62 | 55.5 | 18.4 | 62 | 60.3 | 20.3 | + 4.8 | No | No |
| 10 | 51 | 57.5 | 22.6 | 51 | 62.9 | 20.7 | + 5.4 | No | No |
| 11 | 48 | 59.9 | 14.6 | 47 | 63.0 | 18.2 | + 3.1 | No | No |
| 12 | 51 | 59.2 | 18.9 | 50 | 60.1 | 18.3 | + .9 | No | No |
| Total | 812 | 54.6 | 21.1* | 795 | 56.1 | 21.1* | + 1.5 | No | No |

*Estimate based on national average.

## Table 15

## SRA Achievement Test Series
## 1982-83 Fall to Spring Comparison
## of District Students

## TOTAL LANGUAGE

| | October 1982 | | | April 1983 | | | Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | n | NCE Average | s.d. | n | NCE Average | s.d. | Mean Difference | Statistically Significant? | Educationally Significant? |
| 3 | 63 | 50.8 | 19.2 | 61 | 48.8 | 20.2 | - 2.0 | No | No |
| 4 | 52 | 58.0 | 19.0 | 51 | 59.9 | 17.0 | + 1.9 | No | No |
| 5 | 85 | 55.6 | 18.1 | 81 | 55.3 | 17.6 | - .3 | No | No |
| 6 | 61 | 58.9 | 15.5 | 59 | 55.0 | 15.2 | - 3.9 | No | No |
| 7 | 77 | 52.0 | 18.4 | 72 | 50.4 | 22.0 | - 1.6 | No | No |
| 8 | 69 | 60.8 | 18.2 | 62 | 61.5 | 21.4 | + .7 | No | No |
| 9 | 62 | 58.5 | 17.1 | 62 | 56.2 | 21.4 | - 2.3 | No | No |
| 10 | 51 | 52.9 | 22.8 | 50 | 51.1 | 24.2 | - 1.8 | No | No |
| 11 | 48 | 54.8 | 19.9 | 46 | 55.3 | 18.9 | + .5 | No | No |
| 12 | 51 | 54.2 | 17.0 | 50 | 52.1 | 16.3 | - 2.1 | No | No |
| Total | 619 | 55.7 | 21.1* | 594 | 54.5 | 21.1* | - 1.2 | No | No |

*Estimate based on national average.

## Table 16

## SRA Achievement Test Series
## 1982-83 Fall to Spring Comparison
## of District Students

## SOCIAL STUDIES

| Grade | October 1982 n | October 1982 NCE Average | October 1982 s.d. | April 1983 n | April 1983 NCE Average | April 1983 s.d. | Difference Mean Difference | Difference Statistically Significant? | Difference Educationally Significant? |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 85 | 52.2 | 17.3 | 81 | 52.5 | 17.2 | + .3 | No | No |
| 6 | 61 | 60.9 | 16.6 | 59 | 58.8 | 18.6 | - 2.1 | No | No |
| 7 | 77 | 52.1 | 19.8 | 74 | 55.8 | 24.4 | + 3.7 | No | No |
| 8 | 69 | 57.0 | 18.5 | 63 | 57.7 | 20.0 | + .7 | No | No |
| 9 | 62 | 58.3 | 18.4 | 62 | 55.2 | 21.4 | - 3.1 | No | No |
| 10 | 51 | 56.1 | 18.1 | 51 | 55.3 | 21.8 | - .8 | No | No |
| 11 | 48 | 54.9 | 19.9 | 46 | 53.1 | 17.3 | - 1.8 | No | No |
| 12 | 51 | 53.2 | 15.1 | 50 | 54.7 | 15.3 | + 1.5 | No | No |
| Total | 504 | 55.4 | 21.1* | 486 | 55.4 | 21.1* | 0.0 | No | No |

*Estimate based on national average.

Table 17

## SRA Achievement Test Series
## 1982-83 Fall to Spring Comparison
## of District Students

## SCIENCE

| | October 1982 | | | April 1983 | | | Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | n | NCE Average | s.d. | n | NCE Average | s.d. | Mean Difference | Statistically Significant? | Educationally Significant? |
| 5 | 85 | 55.2 | 18.8 | 82 | 56.1 | 17.8 | + .9 | No | No |
| 6 | 61 | 64.6 | 17.1 | 59 | 58.4 | 20.4 | - 6.2 | No | No |
| 7 | 77 | 51.9 | 22.4 | 74 | 57.6 | 22.1 | + 5.7 | No | No |
| 8 | 69 | 63.4 | 16.8 | 62 | 63.6 | 18.9 | + 0.2 | No | No |
| 9 | 62 | 61.1 | 20.2 | 62 | 60.1 | 21.0 | - 1.0 | No | No |
| 10 | 51 | 62.5 | 19.4 | 51 | 65.9 | 23.2 | + 3.4 | No | No |
| 11 | 48 | 63.0 | 15.2 | 46 | 64.3 | 17.4 | + 1.3 | No | No |
| 12 | 51 | 54.2 | 15.9 | 50 | 58.3 | 17.9 | + 4.1 | No | No |
| Total | 504 | 59.1 | 21.1* | 486 | 60.1 | 21.1* | + 1.0 | No | No |

*Estimate based on national average.

## G. Did the approach have an affect upon student attendance?

Another area that was thought to be influenced by the four-day school week schedule was student attendance. Table 18 provides a summary of the percent of days absent, by grade level, for the current and preceding year. It appears that absenteeism increased at the elementary level, but decreased at the secondary level. Overall, absenteeism rates remained the same. A test of differences between proportions revealed no statistically significant difference in absenteeism rates at either the elementary or secondary level. Indeed, by reviewing the changes in each grade level in Table 18, it can be seen that the rates tended to fluctuate randomly up and down from grade to grade.

Another issue concerning student attendance was that of student transfers and dropout rate. Basically, the question was asked if students were more likely to leave a school setting under the four-day week than the five-day week. Table 19 provides a summary of student transfers and dropout rates for the current and preceding year.

## Table 18

## Average Student Percent of Days Absent By Quarter* and Grade

|  | Quarter |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | 1 |  | 2 |  | 3 |  | Total* |  |  |
| Grade/Year | 1981-82 | 1982-83 | 1981-82 | 1982-83 | 1981-82 | 1982-83 | 1981-82 | 1982-83 | +/- |
| K | 4.8 | 5.7 | 7.3 | 6.8 | 6.0 | 7.0 | 6.0 | 6.5 | + .5 |
| 1 | 4.1 | 4.8 | 6.1 | 4.3 | 6.8 | 3.2 | 5.7 | 4.1 | - 1.6 |
| 2 | 3.6 | 3.3 | 4.8 | 5.2 | 4.6 | 4.5 | 4.3 | 4.3 | 0.0 |
| 3 | 2.8 | 3.9 | 3.5 | 3.7 | 4.5 | 4.6 | 3.6 | 4.1 | + .5 |
| 4 | 3.9 | 4.0 | 4.8 | 6.3 | 3.8 | 4.4 | 4.2 | 4.9 | + .7 |
| 5 | 3.3 | 3.4 | 2.6 | 6.8 | 3.3 | 8.0 | 3.1 | 6.1 | + 3.0 |
| 6 | 2.9 | 4.3 | 3.5 | 4.1 | 4.8 | 4.5 | 3.8 | 4.3 | + .5 |
| 7 | 4.0 | 2.5 | 4.5 | 4.8 | 7.2 | 4.8 | 5.2 | 4.0 | - 1.2 |
| 8 | 3.4 | 3.6 | 3.7 | 3.6 | 2.5 | 5.0 | 3.2 | 4.1 | + .9 |
| 9 | 6.4 | 4.2 | 5.2 | 4.6 | 5.7 | 5.3 | 5.8 | 4.7 | - 1.1 |
| 10 | 5.8 | 4.9 | 4.7 | 5.8 | 6.3 | 5.9 | 5.6 | 5.5 | - .1 |
| 11 | 6.6 | 4.8 | 4.9 | 5.3 | 6.8 | 3.9 | 6.1 | 4.7 | - 1.4 |
| 12 | 7.2 | 5.0 | 9.0 | 6.3 | 9.0 | 4.5 | 8.4 | 5.3 | - 3.1 |
| Elem. Total | 3.7 | 4.2 | 4.7 | 5.4 | 4.8 | 5.3 | 4.4 | 5.0 | + .6 |
| Sec. Total | 5.6 | 4.0 | 5.3 | 5.0 | 6.3 | 4.9 | 5.7 | 4.6 | - 1.1 |
| GRAND TOTAL | 4.5 | 4.1 | 5.0 | 5.2 | 5.4 | 5.2 | 4.9 | 4.8 | - .1 |

*Average Daily Attendance divided by Average Daily Membership is used to compute percent of days absent. First three-quarters were used due to disruption of the four-day week schedule during the fourth quarter of 1983.

## Table 19

### Summary of Student Transfers and Dropouts For the Current and Preceding Year

| | Transfers | | | | | Dropouts | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1981-82 | | 1982-83 | | | 1981-82 | | 1982-83 | | |
| Level | n | % | n | % | Difference | n | % | n | % | Difference |
| Elementary | 55 | 11.7 | 57 | 12.5 | + .8% | | | N/A | | |
| Secondary | 19 | 5.4 | 23 | 6.2 | + .8% | 8 | 2.3 | 8 | 2.2 | - .1% |

Eight-tenths of a percent more students transferred from the District in the 1982-83 year. This represented a total of six students, an inconsequential number most likely due to economic or other factors. One-tenth of a percent difference was seen in the dropout rate. Thus, no change in pupil attendance patterns was observed as a result of the four-day school week.

## H. Did the approach make a difference in students' attitude toward school?

It was felt that the change in the school schedule may have a more subtle affect upon students' behavior. Specifically, the question was asked if changes might occur in students' attitude toward school. The School Sentiment Index (Instructional Objectives Exchange, 1972) was administered to the District's students in April. Since there had not been an opportunity to collect baseline information from the schools the previous year, a comparison school was used instead. The primary (K-3), intermediate (4-6) and secondary (7-12) levels of the School Sentiment Index (see Appendix E) were administered to the Program students, as well as to students in a comparable district in Northeastern Wyoming. The use of a comparison group, however, does not provide evidence which can conclusively substantiate the superiority of the four-day week. It can only be used to determine if a difference exists between the attitudes of the students in the two schools.

Tables 20, 21 and 22 provide summaries of the School Sentiment Index for the primary, intermediate and secondary levels, respectively.

## Table 20

### School Sentiment Index Values - April, 1983
### Primary Level (K-3)

| | | Participating Classes | | Control Classes | | Difference | |
|---|---|---|---|---|---|---|---|
| Area | # of Items | n | Percent Positive | n | Percent Positive | % | Significant |
| Teacher | 8 | 241 | 71% | 159 | 72% | - 1% | No |
| School Subjects | 7 | 241 | 76% | 160 | 79% | - 3% | No |
| Social Structure/ Climate | 7 | 240 | 74% | 160 | 71% | + 3% | No |
| Peers | 8 | 240 | 68% | 160 | 67% | + 1% | No |
| General | 7 | 240 | 67% | 159 | 68% | - 1% | No |
| School Week | 3 | 238 | 50% | 159 | 52% | - 2% | No |

The results shown in Table 20 reveal very consistent attitudes between the District students and comparison students. The scores for these two groups were nearly identical. The students were most positive about their school subject matter, the school climate and their teachers. They were least positive about the school week (either four-day or five-day, depending upon the group), their peers and school in general. Overall, the scores were quite positive. Past studies have shown that responses to the Index generally fall between 40 percent and 60 percent.

The results shown in Table 21 are somewhat less consistent between the two districts. In this case, the students in the four-day week program had more positive attitudes toward school than did the students in the five-day week program. Specifically, students' attitudes toward the school week schedule and the school climate were significantly more positive for those students in the four-day program.

Table 21

School Sentiment Index Values - April, 1983
Intermediate Level (4-6)

| | | Participating Classes | | Control Classes | | Difference | |
|---|---|---|---|---|---|---|---|
| Area | # of Items | n | Percent Positive | n | Percent Positive | % | Significant |
| Teacher | 36 | 179 | 75% | 113 | 70% | + 5% | No |
| School Subjects | 10 | 180 | 64% | 156 | 58% | + 6% | No |
| Social Structure/ Climate | 11 | 163 | 78% | 114 | 65% | +13% | Yes, $p<.001$ |
| Peers | 12 | 179 | 78% | 113 | 74% | + 4% | No |
| General | 12 | 139 | 57% | 85 | 54% | + 3% | No |
| School Week | 9 | 169 | 75% | 112 | 62% | +13% | Yes, $p<.05$ |

These findings suggest that if any real difference exists between the groups, then the four-day school week participants have a more positive attitude toward school. At the secondary level (grades 7-12), as shown in Table 22, essentially no difference in attitude toward school could be detected between the two groups. Students attending both districts under the two school schedules generally hold a positive regard for school.

Thus, little if any difference in attitude toward school could be associated with the four-day school week alternative schedule.

## Table 22

## School Sentiment Index Values - April, 1983
## Secondary Level (7-12)

| | | Participating Classes n=332 | Control Classes n=174 | Difference | |
|---|---|---|---|---|---|
| Area | # of Items | Average Rating | Average Rating | Average | Significant |
| Teacher | 37 | 2.69 | 2.56 | +.13 | No |
| General | 11 | 2.99 | 2.80 | +.15 | No |
| Social Structure/ Climate | 15 | 2.70 | 2.72 | -.02 | No |
| Peers | 8 | 2.92 | 2.94 | -.02 | No |
| Learning | 11 | 2.70 | 2.58 | +.12 | No |
| Total | 82 | 2.76 | 2.66 | +1.0 | No |

## I. What affect did the approach have upon the special education program and students?

Because of the special learning needs of handicapped students, additional attention was devoted to the appraisal of the impact of the four-day week upon the special education program and handicapped students. The District's special education staff completed a survey (see Appendix G) concerning their perceptions of the four-day school week. Table 23 summarizes the results.

For the most part the staff viewed the four-day week as either having no effect or a positive effect upon learning opportunities for handicapped students. Most (73%) felt that it helped provide a balanced program of learning activities, including community-based activities (70%) and drill-work (67%). Respondents indicated that the four-day week had little effect upon student retention of information over the weekend (80%) and did not necessarily interrupt behavior reinforcement schedules (67%). Staff did feel, however, that the four-day week had a negative effect upon the scheduling of meetings with teachers and parents (55%), since all of these activities were compressed into the Friday schedule.

All in all, the opinions of the special education staff seem to indicate a positive, if any, effect upon the learning activities of special education students.

## Table 23

### Ratings of the Effect of the Four-Day Week on the Special Education Program
(n=11)

| | Percent | | |
|---|---|---|---|
| Factor | Positive | No Difference | Negative |
| 1. Provide a balance of cognitive, affective, and psychomotor learning activities. | 73% | 18% | 9% |
| 2. Student loss of knowledge/skill over the weekend. | 10% | 80% | 10% |
| 3. Student fatigue during the school day. | 18% | 55% | 27% |
| 4. Interruption of student behavior reinforcement schedules. | 22% | 67% | 11% |
| 5. Length and intensity of repetition and drill activities. | 67% | 33% | -- |
| 6. Opportunity for community-based, mainstreaming activities. | 70% | 30% | -- |
| 7. Scheduling assessment and child study team meetings with teacher and parents. | 18% | 27% | 55% |
| 8. Scheduling educational resource center services to schools. | 50% | 30% | 20% |
| AVERAGE | 41% | 43% | 17% |

## J. What affect did the approach have upon the job performance of school staff?

Teachers and staff were asked in their respective surveys (see Appendix C and H) to rate the effect of the alternative school schedule upon their job performance--the quality, quantity and enthusiasm of the work accomplished. Staff, in this case, included all personnel other than regular classroom teachers. Thus, school staff included administrators, aides, speech therapists, librarians, bus drivers, cooks, custodians, secretaries, and all other school employees. The results of the survey are summarized on the following page in Table 24.

For the most part the opinions of teachers and staff were quite positive concerning the four-day school week. Both groups felt that it helped them to use their time effectively, promoted a sense of pride and interest in the job and enabled them to try new ways of doing their work. They also indicated that it encouraged enthusiasm and satisfaction in their work.

On the other hand, about one-third (35%) of the teachers said the approach had a negative effect on the time available to do all their work and some members of both groups suggested that the approach may well promote stress and fatigue.

## Table 24

## Percent of Respondents Rating Effects of Schedule on Job Performance

| | Teachers | | | | Staff | | | |
|---|---|---|---|---|---|---|---|---|
| Job Performance Area | n | Positive | No Difference | Negative | n | Positive | No Difference | Negative |
| 1. Doing routine tasks on time. | 54 | 63% | 20% | 17% | 71 | 72% | 25% | 3% |
| 2. Doing routine tasks well. | 54 | 67% | 19% | 15% | 71 | 70% | 20% | 10% |
| 3. Planning for work to be done. | 54 | 67% | 15% | 19% | 71 | 70% | 20% | 10% |
| 4. Using your time effectively. | 53 | 77% | 11% | 11% | 72 | 78% | 18% | 4% |
| 5. Doing followup on your work. | 52 | 63% | 17% | 19% | 70 | 70% | 27% | 3% |
| 6. Working with other staff. | 54 | 52% | 22% | 26% | 71 | 69% | 21% | 10% |
| 7. Doing special tasks as needed. | 54 | 57% | 22% | 20% | 71 | 70% | 13% | 17% |
| 8. Having a sense of pride and interest in your job. | 52 | 75% | 17% | 8% | 72 | 76% | 18% | 6% |
| 9. Trying new ways of doing your work. | 53 | 79% | 15% | 6% | 73 | 82% | 14% | 4% |
| 10. Coming to work with enthusiasm. | 53 | 79% | 9% | 11% | 71 | 77% | 18% | 4% |
| 11. Having enough time to do all your work well. | 54 | 46% | 19% | 35% | 72 | 63% | 21% | 17% |
| 12. Feeling like a team member of the school | 51 | 53% | 31% | 16% | 71 | 68% | 24% | 8% |

Table 24 -- Cont'd

Percent of Respondents Rating Effects
of Schedule on Job Performance

|  | Teachers |  |  |  | Staff |  |  |  |
|---|---|---|---|---|---|---|---|---|
| Job Performance Area | n | Positive | No Difference | Negative | n | Positive | No Difference | Negative |
| 13. Liking your work. | 53 | 77% | 19% | 4% | 72 | 79% | 18% | 3% |
| 14. Suffering from stress and fatigue. | 52 | 33% | 23% | 44% | 61 | 37% | 43% | 20% |
| 15. Becoming bored with your work. | 48 | 23% | 65% | 13% | 58 | 53% | 40% | 7% |
| 16. Make valuable changes in the school. | 51 | 75% | 24% | 2% | 64 | 66% | 30% | 5% |
| GRAND AVERAGE |  | 62% | 21% | 17% |  | 69% | 23% | 8% |

Employee absenteeism is also considered to be an indicator of job performance and satisfaction. The number of sick leave days and personal leave days taken from September through April was calculated for all District employees for the current and preceding year. Table 25 below provides a summary of the results.

Table 25

Summary of Employee Absenteeism (September-April)

| Year | Number of Employees | Average Days/ % Sick Leave | | Average Days/ % Personal Leave | |
|---|---|---|---|---|---|
| 1981-82 | 134 | 3.97 | 2.3% | 1.57 | 0.9% |
| 1982-83 | 132 | 3.64 | 2.5% | .89 | 0.6% |
| Difference | | - .33 | +0.2% | - .68 | -0.3% |

Employees, on the average, took one-third day less sick leave and two-third day less personal leave in the current year. However, this appears to be the result of fewer school days in the year--144 compared to 175. Thus, the net effect on employee absenteeism is negligible. The results do indicate that the four-day week does not result in substantial increases in absenteeism.

Finally, the number and percentage of staff members leaving the District was calculated as a measure of staff job satisfaction. As can be seen on the following page, the number and proportion of staff departures actually declined by fourteen percent.

Summary of District Staff Departures

| | 1981-82 | 1982-83 | Difference |
|---|---|---|---|
| Number | 27 | 8 | - 19 |
| Percent of Total | 20% | 6% | - 14% |

In summary, the results indicate that the four-day week did not have an adverse affect upon the job performance of school staff. Staff members felt that the four-day week helped them to use their time more efficiently and with enthusiasm, pride and a sense of accomplishment. Stress and fatigue were noted as negative effects of the schedule, but did not result in increased absenteeism or terminations.

## K. What affect did the approach have upon the District's operating costs?

While the four-day school week schedule has been used in the past by many districts as a cost saving measure, this was not necessarily the key rationale behind the Sheridan plan. In actuality, the school system continued to function on Fridays, but focused upon inservice, curriculum development, conferencing and extracurricular activities. The purpose of the Sheridan plan was instructional improvement and, as such, any cost savings were intended to be "plowed back" into professional development activities.

Three district costs were studied under the evaluation.* Table 26 provides a summary of transportation costs for the current and preceding year. A twenty percent reduction in transportation costs was realized under the four-day week--roughly equivalent to the reduction in school days in operation.

Food service costs, as noted in Table 27, on the other hand, increased two percent. This was apparently due to increases in food costs, while a net savings was realized in staff costs.

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*Facility maintenance and utility costs were initially planned to be studied, but were difficult to obtain and appeared to be marginally related to the goals of the Sheridan plan.

## Table 26

## Summary of Transportation Costs*
(July - April)

| Object | 1981-82 | 1982-83 |
|---|---|---|
| Salaries | $30,891.49 | $22,985.12 |
| Benefits | 4,501.40 | 3,846.56 |
| Purchased Services | 19,558.26 | 12,884.21 |
| Supplies/Materials | 24,409.32 | 23,616.93 |
| TOTAL | $79,360.47 | $63,332.82 |

*Excluding capital outlay and license fees. Values have not been prorated for increases in labor and fuel costs.

## Table 27

## Summary of Food Service Costs*

| Object | 1981-82 | 1982-83 |
|---|---|---|
| Salaries | $46,406.46 | $44,959.09 |
| Benefits | 6,417.53 | 9,424.53 |
| Purchased Services | 794.79 | 965.43 |
| Supplies/Materials | 1,500.63 | 1,396.13 |
| Direct Food | 51,933.41 | 52,329.81 |
| Commodaties | 1,382.02 | 1,669.24 |
| TOTAL | $108,434.84 | $110,744.23 |

*Excluding capital outlay. Values have not been prorated for increases in labor and other costs, as well as increases in staff.

The cost of substitute time showed the biggest difference. Teacher substitute costs were cut in half under the four-day week. This was largely due to a decrease in the frequency of teachers requiring substitute time for extracurricular activities. The actual costs are shown in Table 28.

TABLE 28

Number/Value of Teacher Substitute Time
(September - March)

| Year | Number of Substitute Days | Cost to District |
|---|---|---|
| 1981-82 | 504.33 | $25,594.75 |
| 1982-83 | 224.84 | 12,197.57 |
| Difference | - 279.49 | - $13,397.18 |

In summary, the effect of the four-day week on District basic operating costs, if any, appears to be a net savings.

### L. What did it cost the District to implement the approach the first year?

Another way of looking at the costs of a new program model is to identify the funds expended for new line items which represent starting costs. Four cost categories were identified as directly resulting from the implementation of the program. A total of roughly $65,000 was expended to initiate the four-day school week alternative schedule. Nearly half of this cost was offset by savings in transportation and substitute time. Nearly all of the remaining cost represents the one-time only expenditures of the third-party evaluation and research into the four-day week in other districts. Table 29 provides a summary of these starting costs.

Table 29

Startup Costs for the Alternative Schedule

| | |
|---|---|
| • Snack Program | $10,775.18 |
| • Evaluation Contract | 18,810.00 |
| • Curriculum Consultant | 31,135.72 |
| • Colorado Trip/Research | 4,262.25 |
| | $64,983.15 |

M. What influence has the approach had upon the community and out-of-school time?

Beyond the school boundaries and the school day, the four-day schedule may have a profound effect upon students, parents and the community, particularly on Fridays. What did students do on Friday? What effect did the alternative schedule have on families? What impact did the program have on the community?

Parents, teachers, students and staff were all asked to assess the effect of the Sheridan plan on out-of-school activities. Five common questions were asked about home and school. These results are summarized in Table 30.

## Table 30

## Staff, Student, Teacher and Parent Ratings of the Affect of the Four-Day Week on Out-of-School Activities

| | Percent Rating Positive Affect | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Staff | | Student | | Teacher | | Parent | |
| Factor | n | % | n | % | n | % | n | % |
| 1. Time for you to to plan and do things at home. | 71 | 82% | 333 | 83% | 53 | 77% | 217 | 71% |
| 2. Time for you to complete schoolwork and prepare for class. | 73 | 70% | 333 | 76% | 53 | 70% | 211 | 61% |
| 3. Time for you to participate in the school's extra-curricular activities. | 71 | 63% | 327 | 76% | 53 | 64% | 209 | 66% |
| 4. Time for you to spend with your family and friends. | 72 | 72% | 333 | 83% | 53 | 68% | 242 | 75% |
| 5. Time for you to participate in learning activities in the community. | 69 | 49% | 323 | 60% | 53 | 49% | 210 | 61% |

Across the board, between two-thirds and four-fifths of the respondents viewed the four-day week as having a positive effect upon home activities, family relationships, extracurricular school activities and preparation for school. From one-half to three-fifths also saw the schedule as providing time for community learning activities.

## Table 31

## Friday Library Activities

## Programming for the School Year 1982-83

| | |
|---|---|
| September 3 | Films |
| September 17 | "Teddy Bear" puppet show |
| October 1 | Films |
| October 22 | Halloween puppet show |
| November 5 | Films (Thanksgiving) |
| November 19 | "Dinosaur" puppet show |
| December 3 | Christmas puppet show |
| December 17 | Christmas films |
| January 7 | Films |
| January 21 | "Horses" (real and fantasy) puppet show |
| February 4 | Films |
| February 18 | St. Valentine puppet show |
| March 4 | Films |
| March 18 | "Little People" puppet show |
| April 1 | Films (April Fools) |
| April 15 | Films (Easter) |
| April 22 | Easter puppet show |
| May 6 | Set balloons aloft |
| May 20 | Films |

An effort was made to expand the availability of community learning activities through coordination with the YMCA, community education program parks and recreation, library, and community college. For example, library activities were scheduled each Friday as listed in Table 31.

Students, teachers and parents were asked in their respective surveys to assess the impact of the "free Fridays" upon students. Table 32 offers the results to these survey questions.

Table 32

Student, Parent and Teacher Ratings of the Effect of
No School on Friday Upon Students Use of Time

| | Percent Rating Positive Affect | | | | | |
|---|---|---|---|---|---|---|
| | Students | | Parents | | Teachers | |
| Factor | n | % | n | % | n | % |
| 1. Time for students to work at home | 334 | 81% | 216 | 66% | No item | |
| 2. Time for student to get a job | 311 | 71% | 163 | 56% | 47 | 89% |
| 3. Time for students to waste | 299 | 25% | 166 | 16% | 45 | 20% |
| 4. Time for students to get into trouble | 294 | 25% | 175 | 17% | 44 | 18% |

Teachers, parents and students all apparently viewed Fridays as an additional "opportunity" for students. Positive opportunities included working at home or at a job. Negative opportunities included wasting time and getting into trouble. However, an interview with the Sheridan County Sheriff revealed "no difference in the incidence of delinquent behavior in the county on Fridays."

Parents were also asked how the four-day week affected the home and family. Eight-four percent of the 215 respondents said that it helped provide time for dental, doctor and other appointments. Fifty-four percent of the parents said that it had no real effect upon the family schedule, while about one-fourth felt that it helped and one-fifth hindered the family schedule. Most (69%) parents saw no real cost savings or burden resulting from the schedule change, but 17 percent saw a savings and 13 percent felt additional costs. Sixty-five percent of the 208 families answering the question indicated that the four-day schedule experiment had a positive effect upon their opinion of the school district.

Student were asked specifically what they did during Fridays. The major activities, listed in descending order of frequency, mentioned by secondary students were:

1. Worked at a job
2. Participated in extracurricular school activities
3. Worked at home
4. Relaxed
5. Did homework
6. Went into town or out of town
7. Stayed home to do family activities
8. Spent time with friends
9. Ran errands and appointments
10. Attended college classes

The phrase, "productive member of the community" comes to mind when students' activities were reviewed. Specific student comments included, "I worked, either at home or at a job." "Well, I would usually do my homework first, if I had any. If not, I worked and made money or just goofed around." "I was either involved in sports or I was working for my father, which I know helped a lot. And there were some Fridays where I just had a day off."

When parents were asked a similar question, they mentioned extracurricular activities, community activities, errands and appointments, jobs, schoolwork and sports activities. Also mentioned was family time together, work around the house, daycare, nothing, and rest. Parents commented at length in response to this question. Seventy-eight percent of the 210 statements noted positive aspects of the use of Fridays. Many of the negative comments were made by families in which both parents worked and children were of elementary age. A number of parents suggested that the school district should be concerned with school time and learning, rather than out-of-school time and its benefit to families.

Teachers were also asked in the survey to rate the impact of the four-day week on their opportunity to expand educational activities for students and the resultant impact on students' use of time. Table 33 offers a summary of the results.

## Table 33

### Teacher Ratings of Educational Value of Out-of-School Time Resulting from Four-Day Week

| | Percent Rating Positive Effect | |
|---|---|---|
| Factor | n | % |
| 1. Opportunity for you to conduct out-of-school learning activities for students | 52 | 38% |
| 2. Opportunity for you to meet and work with school staff | 53 | 75% |
| 3. Opportunity for you to meet and work with parents | 53 | 55% |
| 4. Opportunity for you to provide special assistance to students | 52 | 60% |
| 5. Opportunity for personal and professional renewal to prevent burnout | 53 | 72% |
| 6. Opportunity for students to plan and do personally constructive activities | 51 | 82% |
| 7. Opportunity for students to complete schoolwork and prepare for classes | 50 | 70% |
| 8. Opportunity for students to participate in the school's extracurricular activities | 53 | 91% |
| 9. Opportunity for students to engage in community-based learning activities | 48 | 94% |
| 10. Opportunity for students to develop closer family relationships | 52 | 88% |

While teachers view the four-day week as an opportunity for students to participate in extracurricular and community-based learning activities, only 38 percent of the teachers saw this as an opportunity to conduct out-of-school learning activities for students. However, most teachers did view the new schedule as having enhanced their opportunity to work with other teaching staff, to meet with parents, to engage in professional growth and to provide special help for students when needed.

In summary, the four-day school week resulted for the most part in very productive Fridays for students and staff. A negative impact on the family was observed where both parents worked. Most parents reported a wide variety of learning, social, family and work activities were accomplished.

N. All in all, would the educational community encourage the continuation or termination of the four-day school week model?

At the time this report was written, the District had returned to the five-day school week schedule. A Wyoming Supreme Court ruling which interpreted the definition of the required numbers of days of school operation dictated that the District return to the five-day schedule by May 1, 1983. Nevertheless, the evaluation of the alternative school schedule had provided for student, staff, teacher and parent recommendations concerning the continuation of the approach.

The surveys of each group included an item which asked the respondent what recommendations they would personally make to the School Board concerning continuation of the four-day week. The results of the surveys are summarized below in Table 34.

Table 34

Percent of Respondents Recommending:

| Group | n | Continue As Is | Continue With Modifications | Discontinue |
|---|---|---|---|---|
| Students | 329 | 75% | 20% | 5% |
| Teachers | 52 | 58% | 38% | 4% |
| Staff | 73 | 66% | 23% | 11% |
| Parents | 214 | 59% | 12% | 29% |
| TOTAL | 668 | 68% | 19% | 13% |

Table 34 indicates that the majority of all groups favored the approach in its current configuration. While two-thirds of the respondents favored the approach, about one-fifth recommended continuation with modification. Only one in ten suggested termination of the approach. Parents were most critical, with nearly a third suggesting that the four-day week be discontinued. No significant difference was found between the opinions of elementary and secondary teachers.

The specific refinements to the Sheridan plan recommended by various groups are summarized below:

## Teacher Comments

Teachers were primarily concerned with the delicate balance between professional growth, student learning and teacher burnout. A representative sample of comments reflects these opinions.

> "The greatest dividend to me as a classroom teacher has been to have my students present in class. When a student goes into an examination, having attended all the classes, they cannot help but feel much better than when they have missed some of the classes. Additionally, the regular teacher is superior to a substitute which is required when coaches and teachers are absent because of outside activities.
>
> There were times in the past when outside activities, competing with scheduled classes, overwhelmed the classroom activity. Classes before a football game for example. We went through the motions, nothing was accomplished.
>
> We may only have four days, but they are productive days, we are accomplishing our objective; we are doing our jobs as they should be done."

> "The four-day week has been a tremendous 'shot in the arm' to me professionally and personally both for the additional planning and assessment time for my curriculum and the additional time with my own growing, expanding family. I feel I am a more effective and affective teacher, husband and father as a result of the additional day each week to use in all of those areas."

> "It seems unfair to judge the merits of a totally new concept in only one year. Change is such a traumatic experience for all of us. I believe that at least 2 years are needed to give a more objective, long range perspective evaluation."

> "(1) Inservice training needs improving. I learned and used a great deal of the inservice training but I know some teachers would like training that is more directed to their specific study areas--Improvements are being planned for next year. (2) More time to be in our classroom for planning during the extra Fridays."

> "There were too extensive demands on teachers at the beginning of the year and it is hard to recover enthusiasm and energy--if at all. We need more prep time and time for ourselves in the middle of the day, if we are to be creative, relaxed teachers to implement all the new programs and do the best for the kids." ..."if modifications are not made to lessen the exhaustion of the teachers and increase the learning of Fridays, I would strongly recommend returning to the five day week."

## Student's Comments

Students were overwhelmingly positive. Concerns about the four-day week primarily focused upon varying the learning situation to reduce boredom during long class periods. Opinions were evenly divided in favor of a six period or seven period high school schedule. Longer lunch periods were suggested. A representative sample of comments follow.

> "As a student I feel the changes are minor but necessary. Things such as a lengthened amount of time to get to class and eat lunch would both be needed changes to allow the plan to continue smoothly."

> "Cut out twig which is for 20 minutes and have a longer lunch and more time between the the bells to get to class. Have more time to do your homework in class."

> "The 4-day week is great. I would not be able to go back to a 5-day week. The 4-day week has given me more time in class to get extra help and get my homework done."

> "It never hurts to try something new."

> "Reorganize classes so all of the real important ones are taken in the morning. With a longer school day, students tend to tire more easily."

> "The four-day week is good because students have more time to finish their assigments in class; therefore they have more free time to spend with their families and friends, and school activities."

"It is much easier for me to come to school for 4 days than the 5. I'm rarely absent, and I find I don't get as bogged down with school. I feel I am learning just as much if not more this year than last year."

"(1) Allows time on weekends for a job. (2) Actually get more hours of learning in with no complaints from kids. (3) Allows the subject matter to be taught in more detail. Discussion time has greatly increased."

"I believe out of all my years in high school this year went the smoothest and I learned the most. I didn't miss too much school because sports were on Fridays so I stayed caught up with classes."

## Staff Comments

Staff comments were positive. Suggestions generally dealt with minor scheduling changes to school activities during the day, including the snack break and inservice. Representative comments are presented below:

"I feel the students, as well as the staff, have benefited from the new 4-day week. If there is not at least one more year with this schedule, I feel we cannot possibly evaluate whether this has been a beneficial change or not."

"I feel that in my case, I am trying to do five days worth of work in four days. The time off is great, but as for doing my job, I can't keep up. I can't give a clear reason for this, I feel if I didn't have so much recess duty, I could get my work done. I can't blame this on the four-day week, but because recess duty and alternative scheduling have coincided this year, I feel it's best to go back to traditional scheduling."

"The Friday inservice days were poorly handled. I was under the impression that at least one of those Fridays a month would be for time to work in the classroom and schedule meetings. We have been given very little time to plan and develop our programs during those Fridays. In my opinion this has had a bad effect on our perception of the four-day week.

I would like to use the Fridays to develop our own curriculum, talk with teachers, schedule meetings and coordinate our special education programs with the regular classroom teachers.

Mass inservices and building inclusion exercises are a waste of time for me."

"I believe it has had excellent changes on the whole staff. Would like to see in-service days and some personal time for reports included."

> "After being very deeply involved with the four-day week for several months now, I am convinced that is does work very well. I must admit that at first I was somewhat skeptical, as were many of the teachers, but the merit of the alternative scheduling has been proven to me. A very large majority of the staff and students are enthusiastic regarding the four-day week and therefore are accomplishing more.
>
> I think that we are definitely improving the quality of education for the students at the junior-senior high school level.
>
> The scheduling may have to be modified as necessary but basically it needs no extensive changes at the present time."

> "Overall I think the kids are getting a better education with the four-day week. They have longer time blocks to get work done in school. Those who don't get their work done in school on the four-day week, probably wouldn't get it done on a five-day week either. The four-day week is probably saving the District money. I think the four-day week will only be as good as the parents and teachers make it. I for one, really like it and would like to see another year of it."

## Parent Comments

Parental opinion was divided concerning the four-day week. Comments seemed to be evenly balanced on a variety of issues, including the School Board's decision to try the new schedule, the State Supreme Court ruling, student absenteeism, student achievement, home activities, the value of education, fatigue and the quality of staff. Few specific recommendations were offered for modifying the program. Representative comments follow:

> "We were somewhat resistant to the 4-day week at first, and (it) seemed tough on the younger kids--but after kids adjusted to the long days--have enjoyed it!! Family has enjoyed the-3 day weekend. Biggest concern: The children's academic education!!"

> "Feel the 4-day week should be continued so that it can be adequately evaluated. Don't believe it is fair to any program not to give it 2 years! This 1st year was a new experience for all concerned and there were many 'bugs' to be 'ironed out' and adjustments to be made (on students, teachers & parents parts, curriculum changes etc.). I feel by the 2nd year the program would be running more smoothly and thus a more fair and adequate evaluation could be made of the benefits or disadvantages."

100

"We had more time together as a family. Were able to schedule doctor and dental appointments without missing school. Found the children did as well in their studies and looked forward to the extra free day. I am very enthusiastic about this program."

"Don't care which system but feel the District moved into this too soon. More time at PR level would have made believers of more patrons and caused less friction."

"My children liked the four-day week, and seemed to do very well in school. By Thursday they were tired, but by Monday, they were ready to go again."

"I am basically undecided. The children like 4 days and when I can take Fridays off I like being with them. I think they are learning what they should in class but they are young and long days tire them out. When I have to work Fridays a babysitter is very expensive and children get bored."

"I commend the District for stepping out and trying the plan. I was skeptical about the plan to begin with, but it turned out very beneficial to my 3 children and our whole family. They received a good education and were able to spend more time as a family."

"We like the 4-day week primarily because of out-of-school activities and more time together as family. Also helpful is availability of help more at home and yet complete the academics. If harder classes--science, math, languages--could be scheduled for mornings and lighter ones--P.E., study hall, band, etc.--scheduled for afternoons, it would improve students accomplishments."

"If a child is used to a four-day school week during their school years and suddenly upon graduation he or she is a member of a 5-day work week, how much production can one get from him or her on the 5th day???? Please don't experiment on our kids. They don't need to be the guinea pigs!"

"We feel that the continuity of education that is received is very important--for example: previously on Fridays many students would be absent due to various school-related events. This resulted in the disruption of a lot of classes because of absenteeism. This problem has been almost completely eliminated with the 4-day week. Also, it's not so difficult for students to take part in these activities and still maintain their academic studies. There is also time to plan for family trips and medical and dental appointments without being absent from school. We also feel that the teachers are utilizing their extra time very well with in-service days and preparation for classes. We hope that the District also is experiencing considerable monetary savings. We sincerely hope for the continuation of the 4-day week."

"It takes at least five days to learn at school. What was good enough for us, is good for our children."

"I believe the four-day week is more tiring due to the longer days, especially the younger kids. It also makes it hard on couples where both parents work."

"I guess the question is 'moot' because of the Supreme Court decision but I felt it was an excellent step in the attempt to improve our children's education--I sincerely hope the school district seeks legislative approval and continues this program."

"Hasn't seemed to be a large difference as far as educational quality and has lessened the absentee rate for sports activities which has been a great improvement where my children are involved."

"The extra time off is nice to have. I have more time to do things with my children."

"One of the goals of the new curriculum was for more literary writing--haven't seen too much evidence of this (thus, childrens' writing, spelling and sentence structure lacks because of it). Extracurricular activities and learning experiences offered on Fridays (besides sports) have been very excellent."

"The only thing I see wrong with the four-day week is that kids need all of the non-interrupted train of thought they can get and four days on and three days off is not good, especially for slower students."

"My husband and I both work and prefer the five-day week. The four-day week is not beneficial to our family."

"The children I have vary from 6 years to 11 to 15 years old. Of the three the only child I've noticed getting tired is my youngest. She recuperates by Saturday and is ready to go again Monday. It's been much easier getting my eleven year old boy up four days a week than it ever was five days a week. We've enjoyed the four-day week."

"I really like the four-day week but there are probably some areas that could be improved on that I don't know about. I believe kids can adapt better depending on the parents attitude. The important thing is that the students get a good education and I believe they can on a four-day week just as well as five days."

"We moved here from another state. Yes, we had qualms, but it has proven to be an excellent program. Our children have improved in grades, attitudes, enthusiasm, and relations in the home."

"My children love the four-day week. I have mixed feelings--great for high school student and their extracurricular activities--Fridays were well used. For elementary pupil--tired, sick more than ever before, hates school, wastes Fridays as far as worthwhile projects--needs less pressure and lighter load at school. Another child will start next year. Too long a day for a very small child."

"It is good to schedule extra activities on a full day such as Friday so the children have time to prepare themselves for them."

"Have teachers available at least one Friday a month for special conferences for parents who request it."

"I feel that since our normal work week is based on a five-day 40 hour week we should expect the same from our students. Otherwise they are going to leave the school expecting a four-day work week and will in all probability be disappointed. Sometimes traditions are best."

"The people in this District would have been much more receptive of the idea of four-day week if it had not been rushed into. How is it possible to evaluate this schedule, when you have no data about the conventional schedule? If it is proven that academic four-day week is advantageous, then we would support the schedule and gladly. However, we are very dubious about the academic advantages. When questioned, high school students told us they like it, because they got their homework done in class. Is this an improvement in academics? We have a 1st grader and a 3rd grader. It is impossible for us to judge whether the four-day schedule is to their advantage academically or not."

"Overall, an improvement."

"I am sure there were changes that after one year with the program would have been needed. I wondered about the 1st and 2nd graders--particularly the ones that rode buses. This might have been too long a day for them. Perhaps they would have needed a modified schedule."

"If possible, would like to see additional buses running to shorten some of the longer bus routes. My children also miss the help of 'teachers aides' they had a few years back. Our two children are very happy with the four-day school."

"I am answering this on April 20th and am disappointed in the Supreme Court Decision. As far as my family was concerned the four-day week worked and because of sports, doctor and dentist and orthodontist appointments my children were in school more than they have been in the last 14 years in this District.

While most segments of the educational community--parents, students, teachers and staff—favored the four-day alternative school schedule, their specific opinions were highly polarized. Few individuals had a neutral opinion of the approach. Many of the comments, both pro and con, reflect personal values about education and the family. Such values are persistent. As a result of the four-day school week, members of the educational community greatly increased their awareness of the values and attitudes which they hold true. The net effect was one of focusing the community on "an issue." The value and quality of education in Sheridan County should benefit from this scrutiny and support for years to come.

## III.

## CONCLUDING REMARKS

A change to a school district as radical as a four-day week schedule is bound to have far reaching effects. The purpose of the evaluation was to systematically identify the probable areas of impact and to objectively assess the changes which resulted. The evaluation is constrained by the lack of comparative data from the previous year in some areas, the limitations of expecting changes in academic achievement within a single year and the collection of opinion information after the State Supreme Court ruling. However, the information which has been gained sheds a great deal of light on both the school district and the four-day school week. The conclusions of the evaluation are listed below:

1. The school district currently provides a quality education for its students. Standardized achievement tests reveal that students are performing above the national average in all grade levels and major academic areas. In addition, students hold a favorable attitude toward school.
2. A four-day school week alternative schedule was implemented by the District during the 1982-83 school year essentially as planned. The one major exception was the return to the five-day week after the State Supreme Court ruling.
3. The new approach sparked a great deal of professional renewal activities, both as staff inservice and curriculum development. Teachers made an effort to apply these professional development activites in their classrooms and buildings. Most felt that real, lasting improvements had been made.

4. The findings suggest that the four-day week had a positive effect upon the quality and quantity of student learning time. Classroom disruptions were minimized by eliminating extracurriular activities during the academic day. The efficiency of instructional time was enhanced, although fatigue was identified as a limitation.
5. Student attendance was not affected by the four-day week.
6. Results suggest that the quality of instruction was improved by the four-day week and teacher inservice.
7. Any instructional improvements made by the District did not result in improved student achievement. Either the approach had no effect or there was not ample time to realize academic gains within a single year.
8. Student's attitude toward school was at least as positive as those of students in a comparable district. In some cases their feelings were more positive than their counterparts.
9. The approach did not appear to have a negative effect upon services to handicapped children.
10. The approach did not appear to have a negative effect upon the job performance of school staff. While enthusiasm was generated by the new schedule, fatigue was noted as a limitation.
11. The startup costs associated with the new approach were likely off-set by savings in general operating costs.
12. The community impact was split. Secondary students engaged in a wide range of productive activities on Fridays. Most parents saw Fridays as positive opportunities for family activities. Families where both parents were working and the children were of elementary age tended to view the four-day week in a negative light.

13. The majority of students, teachers, staff and parents advocated the four-day school week plan as had been enacted by the District.

14. The most apparent effect of the approach was the generation of interest, enthusiasm and support for quality schooling on the part of all segments of the educational community--parents, teachers, students and administrators, alike. Regardless of any other aspect of the program, the effect of generating this degree of support for the school system is a very positive outcome.

15. While the findings hint at benefits to be realized from the Sheridan plan, neither positive nor negative outcomes in student achievement could be shown. A single year of operation was not sufficient to clearly demonstrate any substantial measurable difference. Yet, if the four-day schedule results in no apparent deleterious effect and, at the same time provides an opportunity for instructional improvement, the experiment would seem worth continuing. To discard a potentially valuable practice as ineffective, without the opportunity to thoroughly test out the idea, is indeed a waste of time, energy and enthusiasm. Unfortunately, the school district was not in a position to continue the four-day week into the 1983-84 school year. It is only hoped that schools will have an opportunity to benefit from this effort to pioneer improvements in the quality of education.

END OF REPORT

# APPENDICES

# APPENDIX A

## Classroom Observation Schedule
## Student On Task/Off Task Chart

Random Sample of 35 Classrooms

The purpose of this activity is to record students who are on-task or off-task during the interval of instruction that is being observed.

A seating chart is completed during at least two separate segments of time within the 50-minute period of your observation. The most typical way to conduct the observation would be to begin the observation with a classroom sweep of student on-task/off-task behaviors. After the sweep, begin completing the CLASSROOM RATING SCALES of the teacher's behaviors. Conclude the observation period with a final classroom sweep on student on-task/off-task behaviors. If you have sufficient time, more than two classroom sweeps of student task behaviors may be conducted. However, for the purposes of the evaluation design, please conduct at least two sweeps for each observation period.

The results of each classroom sweep are recorded in code on a seating chart. At the top of each chart, the activity that is occurring should be recorded. For example, "teacher giving instruction from the chalkboard," or "students reading silently," or "students reading aloud." After entering a coded symbol on the seating chart, make a slash mark to help the evaluator distinguish one sweep from another. On the sample seating chart on the following page, the number of slash marks and coded symbols indicate that three sweeps were made during the observation period.

In classrooms where the students are moving about for various tasks it is important to label the boxes on the seating chart so that each sweep code recorded in a given box is referring to the behavior of the same student. If you do not know or care to use the names of the students to label the boxes, it is sufficient to use numbers or alphabetical letters, such as initials.

Immediately after the period starts, the observer scans the room going clockwise. Any student who is observed to be talking to another student will be marked with an "S" for Socializing, in the box under the students' label. Any student who was observed to be uninvolved in the teacher's expected activity, for example, staring out the window, out of their seat, will be marked with a "U" for Uninvolved. Uninvolved means the student is not speaking to another student but is clearly not involved with the lesson at hand. A student who is waiting for assistance will be coded with a "W", for Waiting.

A summary of the percent of students off-task can be found by using the following formula:

$$\frac{\text{The sum of the number of students off-task for each observation}}{\text{The number of students} \quad \text{x} \quad \text{The number of observations}}$$

For example:

In a classroom of thirty students, 10 observations were made. In the first observation, 2 students were observed to be off-task; in the second observation, 4 students were off-task, third = 3 students, fourth = 5, fifth = 3, sixth = 1, seventh = 2, eight = 4, ninth = 7, and the tenth time, 6 students were off task.

Using these figures, we obtain the following equation:

$$\frac{2 + 4 + 3 + 5 + 3 + 1 + 2 + 4 + 7 + 6}{30 \times 10} = \frac{37}{300} = 12.3$$

Thus, we have found that 12.3 percent of the students were off-task during this period. Subtracting this number from 100 will, of course, give us the percentage of students on-task.

NOTE: If the classroom seating takes a different form than the seating chart, for example, tables in a horseshoe formation instead of desks, then the seating chart should be corrected to conform to the actual classroom arrangement by crossing out non-existent seats on the chart. The important thing is to get each student's name in the right place on the seating chart.

...Adapted from Stallings Teaching and Learning Institute

Main Class
9:00 am

## STUDENTS TASK SEATING CHART

Date: November 3

Activity #1: Teacher Presentation Time: started 9:07

Activity #2: Seatwork Time: 9:30

(Front of Classroom)

Mrs. Smith

| | | | |
|---|---|---|---|
| #1<br>s/o/o | #2<br>s/o/o | #3<br>o/o/o | #4<br>o/u/u |
| #5<br>s/o/u | #6<br>o/o/o | #7<br>s/u/u | #8<br>s/o/o |
| #9<br>s/o/u | #10<br>o/u/o | #11<br>o/u/o | #12<br>o/o/o |
| #13<br>s/s/o | #14<br>s/s/o | #15<br>s/o/u | #16<br>s/o/u |

**INSTRUCTIONS:**

1. Fill in students' names in seats.
2. Fill in date, activity & time.
3. Complete a coding every 5 minutes.
4. Use one form for two codings (first: black ink, second time: red ink).

**CODES:**

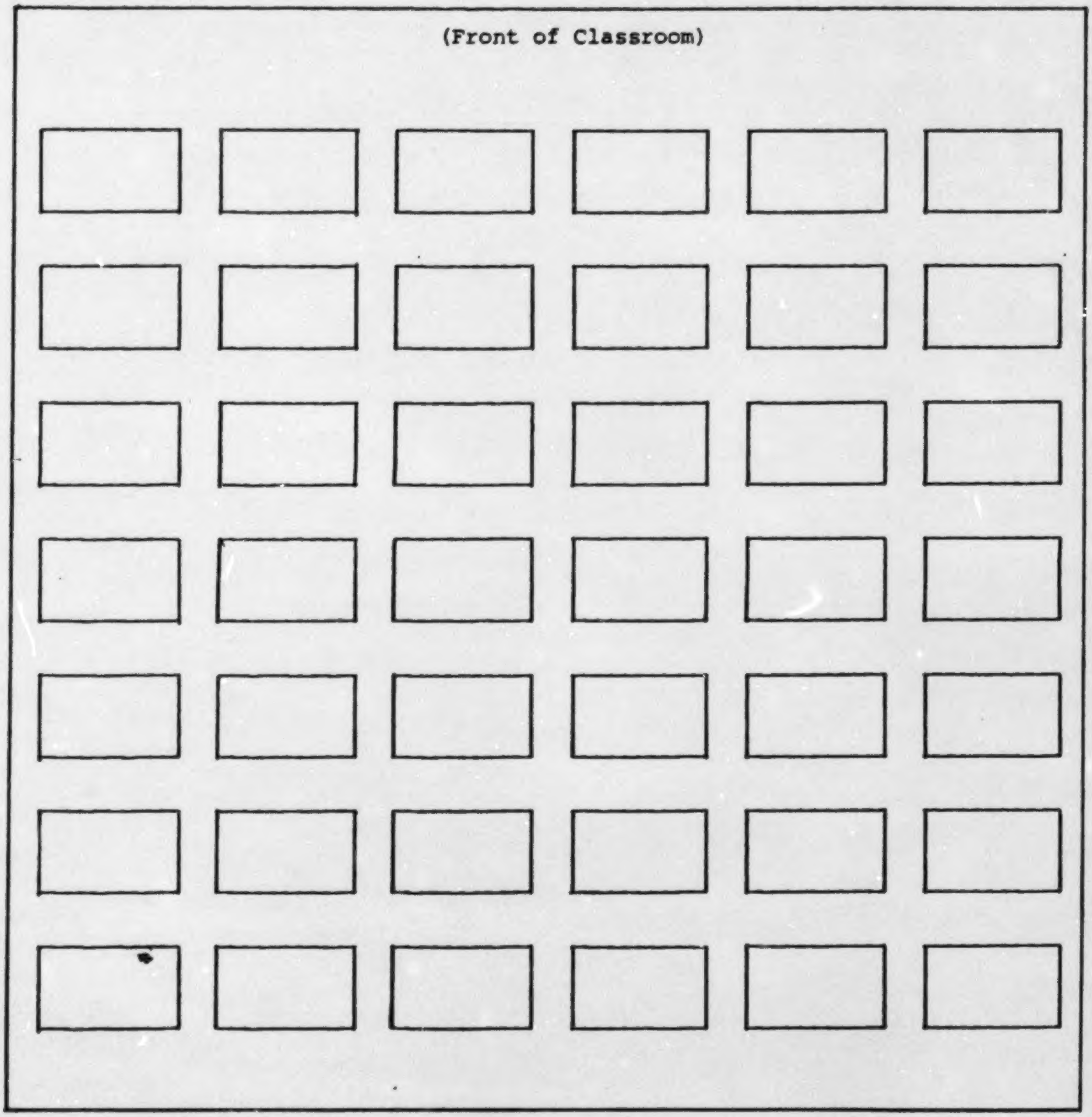
S = Socializing
U = Uninvolved
W = Waiting for assistance
O = On Task (Engaged)

## STUDENT ON-TASK AND OFF-TASK SEATING CHART

Date: ______________________

Activity #1 ______________________________ Time: ________________

Activity #2 ______________________________ Time: ________________



**INSTRUCTIONS:**

1. Fill in students' names in seats.
2. Fill in date, class, activity & time.
3. Complete a coding sweep every five minutes.
4. Use one form for two codings (black ink first, red ink second).

**CODES:**

S = Socializing
U = Uninvolved
W = Waiting for assistance
O = On task (Engaged)

# APPENDIX B

## STUDENT SURVEY

Sheridan County School District Number One West
Alternative School Schedule
Student Survey
(7-12)

Census of All 358 Secondary Students; 335 returned (94%)

During the 1982-83 school year, the school has tried a new way of holding classes. Instead of having school five days each week, longer classes are taught four days each week with Fridays to be used for students' extracurricular activities, parent-teacher conferences and teacher inservice. It is hoped that this new schedule would improve school for students. The purpose of this survey is to gather your ideas to see if the four-day school week schedule has or has not improved school. We will not tell who answered the questions, but will put everyone's comments together to help the school board decide if the new schedule should be continued next year.

The Student Survey has three parts. The first part looks at how the four-day school week may have changed how or what you learn in school. The second part looks at the way the four-day school week changes what you do when you are not in school. The final part lets you comment and vote on whether the four-day school week should be continued.

## I. The School Program

A school program includes what is taught, how well it is taught and how much you have learned. This section looks at the good, bad, or unknown effect of the four-day school week schedule on the school program. Think about the classes in which your were enrolled this year.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Classes cover enough material. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. A lot can be learned in the classes. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. There is time for the class to focus on details. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Both slow and fast students can learn from the classes. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Lessons flow smoothly from day to day. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. The teacher uses a variety of different activities in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Field trips and other out-of-school activities are sometimes used. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. I can remember the key points of the lessons. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. The amount of homework is O.K. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. I come to class ready to learn. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. There is enough time to cover each lesson. | +2 | +1 | 0 | -1 | -2 | ? | |
| 12. I can actively participate in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Students and teachers aren't absent. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Classes are not disrupted by students going in and out. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. The teacher and students get tired in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. There's time for special activities and makeup work. | +2 | +1 | 0 | -1 | -2 | ? | |

## II. Out-of-School Activities

Another effect of the four-day school week alternative schedule is to change the time which we have away from school. This section asks you to rate and comment upon the effects of the new schedule upon your out-of-school activities.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Time for you to plan and do things at home. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Time for you to complete schoolwork and prepare for class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Time for you to participate in the school's extra-curriculum activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Time for you to participate in learning activities in the community. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Time for you to spend with your family and friends. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Time for you to work at home. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Time for you to get a job. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Time for students to get in trouble. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Time for students to waste. | +2 | +1 | 0 | -1 | -2 | ? | |

## III. Your Conclusions About the Four-Day Week

The final part of the survey deals with your overall opinions about the four-day school week.

1. You have now tried the four-day school week schedule for nearly a year. Based upon your own experiences with this new schedule, what would you recommend to the Sheridan County School District Number One West Board (check one):

   ☐ a) Discontinue the four-day school week schedule for the reasons below and return to the regular schedule.

   ☐ b) Continue the four-day school week schedule as currently designed for the reasons below.

   ☐ c) Continue with modifications the four-day school week schedule with the changes noted below.

   Comments: ____________________

   ____________________

   ____________________

   ____________________

   ____________________

2. What did you usually do on Fridays this year?

   ____________________

   ____________________

   ____________________

   ____________________

   ____________________

## APPENDIX C

## Teacher Survey

## Sheridan County School District Number One West
## Alternative School Schedule

## Teacher Survey

Census of All 60 Teachers; 55 returned (92%)

During the 1982-83 school year, the District has tried a new way of conducting classes. Instead of having school five days each week, longer classes are taught four days each week with Fridays to be used for students' extracurricular activities, parent-teacher conferences and teacher inservice. It is hoped that this new schedule would improve the quality of education for students. The purpose of this survey is to collect your ideas and opinions to help determine if the four day school week schedule has or has not improved the quality of education. While your individual responses will remain anonymous, results of the survey and other information will be provided to school board members to help them decide whether or not to continue this new schedule.

The teacher survey consists of four major sections. The first section deals with the relative influence of the four day school week upon the quality of the District's educational program, including curriculum, instruction and learning environment. The second section focuses upon the effects of the new schedule upon staff performance. The third section deals with the impact of the four day school week on out-of-school activities. The final section provides for overall comments and suggestions concerning the four day school week alternative schedule.

Place your completed survey in the envelope marked TEACHER SURVEYS located at the school office reception area. Please return the survey no later than April 13. Thank you for your cooperation.

## I. The District's Educational Program

An educational program of a school can generally be viewed as consisting of curriculum (goals, materials and evaluation), instruction (teaching techniques) and the learning environment (time, class size, facilities). This section explores the positive, negative or unknown effects of the four-day school week schedule on these educational factors. Consider the classes which you currently teach.

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral/Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 1. Curriculum scope covers enough material. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Curriculum quality enables students to learn effectively. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Curriculum intensity provides enough focus on detail. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Curriculum flexibility allows for different student learning levels and styles. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Curriculum continuity enables students to smoothly progress through the material. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. A variety of different learning activities are used. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. In-school and out-of-school learning activities are appropriately balanced. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Instruction provides for long-term student retention. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Instruction provides for an appropriate amount of homework. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Teachers and students come to class adequately prepared. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. Enough learning time is provided. | +2 | +1 | 0 | -1 | -2 | ? | |

I. The District's Educational Program -- Cont'd

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral/Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 12. Students actively participate in learning activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Absenteeism is minimized. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Disruption of learning time is minimized. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. Fatigue of students and teachers is minimized. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. Opportunities are provided for enrichment and makeup work. | +2 | +1 | 0 | -1 | -2 | ? | |

## II. Staff Performance

Our work as educators includes a wide range of instructional and support tasks which we must accomplish. This section explores the effects of the four-day school week schedule on our ability to accomplish our work in a quality, consistent and timely manner. Consider the work which you currently perform as a teacher.

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral/Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 1. Accomplishing routine tasks in a timely manner. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Accomplishing routine tasks in a quality manner. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Planning for tasks to be accomplished. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Using your time effectively. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Doing followup on your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Working with other staff members. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Accomplishing special tasks as they are needed. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Maintaining a sense of accomplishment and interest in your job. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Trying new ways of accomplishing your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Coming to work with a sense of enthusiasm. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. Having enough time to do all of your work well. | +2 | +1 | 0 | -1 | -2 | ? | |
| 12. Feeling like a team member of the school staff. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Liking your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Suffering from stress and fatigue. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. Becoming bored with your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. Make valuable changes to the school. | +2 | +1 | 0 | -1 | -2 | ? | |

## III. Out-of-School Activities

One direct effect of the four day school week alternative schedule is to change the nature of the time which we have out of school. This section provides an opportunity for you to rate and comment upon the effects of the new schedule upon the out-of-school activities of you and your students.

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral/Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 1. Opportunity for you to plan and do personal activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Opportunity for you to plan and develop instructional activities and materials. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Opportunity for you to participate in the school's extracurricular activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Opportunity for you to conduct out-of-school learning activities for students. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Opportunity for you to meet and work with school staff. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Opportunity for you to meet and work with parents. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Opportunity for you to provide special assistance to students. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Opportunity for personal and professional renewal to prevent "burn-out." | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Opportunity for you to develop closer ties with family and friends. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Opportunity for you to do community projects. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. Opportunity for students to plan and do personally constructive activities. | +2 | +1 | 0 | -1 | -2 | ? | |

III. Out-of-School Activities -- Cont'd

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral/Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 12. Opportunity for students to complete schoolwork and prepare for classes. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Opportunity for students to participate in the school's extracurriculum activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Opportunity for students to engage in community-based learning activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. Opportunity for students to develop closer family relationships. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. Opportunity for students to engage in delinquent behavior. | +2 | +1 | 0 | -1 | -2 | ? | |
| 17. Opportunity for students to work on a part-time basis. | +2 | +1 | 0 | -1 | -2 | ? | |
| 18. Opportunity for students to waste time. | +2 | +1 | 0 | -1 | -2 | ? | |

## IV. Concluding Opinions and Observations

The final section of the survey deals with your overall opinions and observations about the four day school week and its impact upon you and your students.

1. One part of the new school schedule plan was to provide teachers with greater opportunities for curriculum planning and professional development. Think about the various inservice activities, planning meetings and curriculum development efforts in which you may have participated this school year and respond to the following questions.

   a) Did you participate in curriculum planning and professional renewal efforts more, less or about the same as the previous year?

   b) What effect did your participation in these activities have upon you and your teaching?

   c) Please rate the extent to which your participation in curriculum planning and professional development activities resulted in instructional improvement:

| Check (✓) the extent to which you have: | Not Attempted | Planned | Shared & Discussed | Initiated | Currently Implementing | Accomplished |
|---|---|---|---|---|---|---|
| Applied the information gained | | | | | | |
| Changed your classroom program | | | | | | |
| Instituted changes in your own professional development | | | | | | |
| Recommended changes in the school's program | | | | | | |
| Suggested changes in the District's program | | | | | | |

2. You have now had an opportunity to try the four day school week schedule. Based upon your own experiences with this approach, what recommendations would you make to the Sheridan County School District Number One West Board:

☐ a) Discontinue the four day school week schedule for the reasons cited below and return to the traditional schedule.

☐ b) Continue the four day school week schedule as currently designed for the reasons cited below.

☐ c) Continue with modifications the four day school week schedule with the changes noted below.

Comments:

___

___

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# APPENDIX D

## Parent Survey

## Census of All 451Families; 223 returned (49%)

April 12, 1983

Dear Parent:

During the 1982-83 school year, the District has tried a new way of conducting classes. Instead of having school five days each week, longer classes are taught four days each week with Fridays to be used for students' extracurricular activities, parent-teacher conferences and teacher inservice. It was hoped that this new schedule would improve the quality of education for students. The purpose of this survey is to collect your ideas and opinions to help determine if the four-day school week schedule has or has not improved the quality of education. Your individual answers to the survey will remain anonymous, but will be combined with others to help school board members decide whether or not to continue this new schedule.

The Parent Survey consists of three parts. The first part looks at the effect of the four-day school week upon the quality of the District's educational program, including curriculum, instruction and learning conditions. The second part looks at how the four-day school week affects out-of-school activities. The final part asks for your overall impressions and suggestions about the four-day school week alternative schedule.

Please complete the survey questions and return the questionnaire in the attached prepaid envelope at your earliest convenience, but no later than April 20, 1983. Our office will conduct an independent, unbiased analysis of the opinions of you and others concerning the four-day school week. Your opinion is very important to us, so please take a few moments now to complete and return the survey. Thank you for your time and cooperation in this matter.

Sincerely,

Steven R. Nelson

Steven R. Nelson, Evaluation Specialist
Assessment and Evaluation Program

SRN:ak

Enclosures

## Sheridan County School District Number One West
## Alternative School Schedule
## Parent Survey

### I. The School Program

A school program includes what is taught, how well it is taught and how much students learn. This section looks at the good, bad, or unkown effects of the four-day school week schedule on the school program. Think about the classes in which your children were enrolled this year.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Classes cover enough material. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Students learn a lot from the classes. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. There is time for the classes to focus on details. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Both slow and fast students can learn from the classes. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Lessons flow smoothly from day to day. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. The teacher uses a variety of different activities in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Field trips and other out-of-school activities are sometimes used. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Students can remember key points from the lessons. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. The amount of homework is O.K. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Students are adequately prepared for class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. There is enough time to cover the lessons. | +2 | +1 | 0 | -1 | -2 | ? | |
| 12. Students actively participate in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Students and teachers aren't absent. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Students are not going in and out during class time. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. The teacher and students get tired in class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. There's time for special activities and makeup work. | +2 | +1 | 0 | -1 | -2 | ? | |

## II. Out-of-School Activities

Another effect of the four-day school week alternative schedule is to change the time which students are away from school. This section asks you to rate and comment upon the effects of the new schedule upon your children's out-of-school activities and its effect on the family.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Time for your child to plan and do things at home. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Time for your child to complete schoolwork and prepare for class. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Time for you and your child to participate in the school's extracurricular activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Time for you and your child to participate in activities in the community. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Time for your family to spend together. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Time for your child to work at home. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Time for your child to get a job. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Time for students to get in trouble. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Time for students to waste. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Time for students' dental, doctor and other appointments. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. Changes in our schedule at home. | +2 | +1 | 0 | -1 | -2 | ? | |
| 12. Costs to our family. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Our opinion of the school district. | +2 | +1 | 0 | -1 | -2 | ? | |

III. Your Conclusions About the Four-Day Week

The final part of the survey deals with your overall opinions about the four-day school week.

1. Your children have now tried the four-day school week schedule for nearly a year. Based upon your own experiences with this new schedule, what would you recommend to the Sheridan County School District Number One West Board:

   ☐ a) Discontinue the four-day school week schedule for the reasons below and return to the regular schedule.

   ☐ b) Continue the four-day school week schedule as currently designed for the reasons below.

   ☐ c) Continue with modifications the four-day school week schedule with the changes noted below.

   Comments:

2. What did you and your children usually do on Fridays this year?

APPENDIX E

## School Sentiment Index

### Primary Level Teacher Instructions

Each of the 264 Students (K-3); 241 returned (91%)
All Students in a Comparable District

This inventory consists of 40 questions about school to be read orally by the teacher. Students respond to each question by marking "yes" or "no" on the specially-designed answer sheets provided. The questions involve student attitudes toward various aspects of school.

The School Sentiment Index is to be completed by each student in grades K-3 on April 13. The inventory normally takes about 15 minutes to complete. Each student will need a pencil and a set of answer sheets.

The questions in the School Sentiment Index are to be read orally to the children. The students respond by marking "yes" or "no" on the response sheets. Children of kindergarten age have been able to complete the measure when practice activities have been used:

The following practice activities should be used prior to beginning the instrument to ensure that the children understand the procedure for indicating their responses:

1. On the chalkboard, draw a series of response boxes similar to those on the response sheets:

| | | | |
|---|---|---|---|
| Yes | No | Yes | No |
| Yes | No | Yes | No |
| Yes | No | Yes | No |

(Do not distribute the actual response sheets until you are ready to begin the measure.)

2. Clearly identify for the children the written words "yes" and "no." Have individual children identify the words; confirm the correctness of each child's responses.

3. Demonstrate the proper marking of the responses ([✓ yes], no). Emphasize that only one word is to be marked in each box.

4. Have different children come to the board to answer as many of the following practice items as are deemed necessary. With children who can already discriminate between "yes" and "no" responses, few, if any, of these practice exercises may be needed.

   a. Are you a child?
   b. Are you a train?
   c. Do you have a brother?
   d. Do you like to sing?
   e. Do birds fly?

Two methods of identifying the response boxes are provided. The pictures on the left in each box may be used with children who are unable to identify the numerals 1-40. If the pictures are used, they should be identified before beginning the instrument. The pictures are: dog, butterfly, flag, chicken, pig, horse, sun, bird, frogs, cow. When administering the instrument, the administrator should check on each item to make sure children are responding "in the box with the..." Children who are able to read numerals may prefer to use these rather than the pictures; numerals are located in the upper right hand corner of each box. The administrator should identify the correct numeral before and after reading each question.

Remind the children that for many questions, either answer may be correct although only one answer will be correct for a particular child. Therefore, they need not worry if another child's response is different from their own.

Do not permit the children to verbalize their answers when responding.

Oral Questions

Turn to the BLUE sheet. Is everyone looking at the BLUE sheet? See the dog for question number 1. Answer yes or no,

1. Is your teacher interested in the things you do at home?

Look over at the butterfly for question number 2. Answer yes or no,

2. When you are trying to do your schoolwork, do the other children bother you?

Look down at the flag for question number 3. Answer yes or no,

3. Does your teacher care about you?

Look over at the chicken for question number 4. Answer yes or no,

4. Do other children get you into trouble at school?

Look down at the pig for question number 5. Answer yes or no,

5. Do you like being at school?

Look over at the horse for question number 6. Answer yes or no,

6. Would you be happier if you didn't have to go to school?

Look down at the sun for question 7. Answer yes or no,

7. Does it bother you because your teacher doesn't give you enough time to finish your work?

Look over at the bird for question number 8. Answer yes or no,

8. Are the grown-ups at school friendly toward the children?

Look down at the frogs for question number 9. Answer yes or no,

9. Do you like to read in school?

Look over at the cow for question number 10. Answer yes or no,

10. When you don't understand something, are you usually afraid to ask your teacher a question?

Now go to the YELLOW page. Is everyone looking at the YELLOW page? See the dog for question number 11. Answer yes or no,

11. Are the other children in your class friendly toward you?

Look over at the butterfly for question number 12. Answer yes or no,

12. Are you scared to go to the office at school?

Look down at the flag for question number 13. Answer yes or no,

13. Do you like to paint pictures at school?

Look over at the chicken for question number 14. Answer yes or no,

14. Do you like to write stories in school?

Look down at the pig for question number 15. Answer yes or no,

15. Is school fun?

Look over at the horse for question number 16. Answer yes or no,

16. Does your teacher like to help you with your work when you need help?

Look down at the sun for question number 17. Answer yes or no,

17. Do you like doing arithmetic problems at school?

Look over at the bird for question number 18. Answer yes or no,

18. Are the rooms in your school nice?

Look down at the frogs for question number 19. Answer yes or no,

19. Do you like to learn about science?

Look over at the cow for question number 20. Answer yes or no,

20. Do you like to sing songs with your class?

Now turn to the GREEN page. Is everyone looking at the GREEN page? See the dog for question number 21. Answer yes or no,

21. Does your school have too many rules?

Look over at the butterfly for question number 22. Answer yes or no,

22. Do you usually do what other children want to do instead of what you want to do?

Look down at the flag for question number 23. Answer yes or no,

23. Do you like the other children in your class?

Look over at the chicken for question number 24. Answer yes or no,

24. Would you like to be somewhere other than school right now?

Look down at the pig for question number 25. Answer yes or no,

25. Does your teacher like some children better than others?

Look over at the horse for question number 26. Answer yes or no,

26. Do other people at school really care about you?

Look down at the sun for question number 27. Answer yes or no,

27. Does your teacher yell at the children too much?

Look over at the bird for question number 28. Answer yes or no,

28. Do you like to come to school each day?

Look down at the frogs for question number 29. Answer yes or no,

29. Does your teacher get mad too much?

Look over at the cow for question number 30. Answer yes or no,

30. Do you feel lonely at school?

Now turn to the PINK page--the last page. Is everyone looking at the PINK page? See the dog for question number 31. Answer yes or no,

31. Do you have your own friends at school?

Look over at the butterfly for question number 32. Answer yes or no,

32. Do your classmates listen to what you say?

Look down at the flag for question number 33. Answer yes or no,

33. Do you like to learn about other people?

Look over at the chicken for question number 34. Answer yes or no,

34. Do you wish you could stay home from school a lot?

Look down at the pig for question number 35. Answer yes or no,

35. Is school boring?

Look over at the horse for question number 36. Answer yes or no,

36. Are there a lot of things to do at school?

Look down at the sun for question number 37. Answer yes or no,

37. Do nice things happen at your school every year?

Look over at the bird for question number 38. Answer yes or no,

38. Do you get tired at school?

Look down at the frogs for question number 39. Answer yes or no,

39. Do you remember your lessons on Monday?

Look over at the cow for question number 40. Answer yes or no,

40. Does your teacher make you work too hard?

That was a good job everyone! Hand all your papers to ____________________ and we'll put them in this envelope.

## School Sentiment Index

### Intermediate Level Teacher Instructions

Each of the 199 Students (4-6); 179 returned (90%)
All Students in a Comparable District

The School Sentiment Index consists of 90 statements regarding various aspects of school to which students respond by indicating whether each statement is "true" or "untrue" for them and their school. The statements involve student perceptions of, and attitudes toward, various aspects of school.

The School Sentiment Index is to be completed by each student in grades 4-6 on April 13 during one class period. The inventory normally takes about 30 minutes to complete. Each student will need a #2 lead pencil and an answer sheet. Before beginning the inventory, directions to the students should be given orally. Be sure that students clearly understand the procedure for completing the survey and understand the meaning of "true" and "untrue." To reduce problems with vocabulary, the teacher should read each item orally in a clear, neutral manner. Discourage students from asking questions regarding interpretations of the statements. Emphasize that the survey calls only for their general feelings about each statement.

At the conclusion of the survey period, have students collect all answer sheets and place them in the envelope provided. This envelope should be sealed and immediately given to your principal. Thank you for your cooperation in this matter.

## Directions

This is a survey about you and your school. It is not a test. There are no right or wrong answers. The important thing is to answer each item honestly how you feel.

You will not be graded. Do not put your name on the answer sheet. No one will know how you individually answered the questions.

We will be using #2 pencils to complete each item. Put a dark mark in the box which best reflects your feelings--whether you feel what is said is true or untrue of you and your school. Does everyone understand what is meant by "true" and "untrue."

Mark only one choice per statement. Erase any mistakes carefully and completely.

I will read each question to you aloud. We will have plenty of time to answer the questions, so stop me if I'm going too fast. Once we begin I will not be able to answer any questions, so does anyone have any questions now about how to complete the survey?

O.K., let's begin.

## HOW I FEEL ABOUT SCHOOL

### Intermediate Level

This is a survey about you and your school. It is not a test. There are no right or wrong answers. The important thing is to answer honestly how you feel. You will not be graded. Do not put your name on the survey. Using a #2 pencil, put a dark mark in the box which best reflects your feelings--whether you strongly agree, agree, disagree, or strongly disagree with what is said. Mark only one choice per statement. Carefully erase mistakes.

True Untrue

☐ ☐ 1. Other children bother me when I'm trying to do my school work.
☐ ☐ 2. My teacher always tries to tell me when she is pleased with my work.
☐ ☐ 3. My teacher is interested in the things I do outside of school.
☐ ☐ 4. Each morning I look forward to coming to school.
☐ ☐ 5. This school has rules like a jail.
☐ ☐ 6. In class, my teacher allows us to make many decisions together.
☐ ☐ 7. My teacher grades too hard.
☐ ☐ 8. Other children often get me into trouble at school.
☐ ☐ 9. My teacher doesn't explain things very well.
☐ ☐ 10. My teacher listens to what I have to say.
☐ ☐ 11. It is hard for me to stay happy at school because I wish I could be somewhere else.
☐ ☐ 12. There are many activities at school from which I can choose what I like.
☐ ☐ 13. When I do something wrong at school, I know I will get a second chance.
☐ ☐ 14. My teacher gives me work that's too easy because she's lazy.
☐ ☐ 15. I often must do what my friends want me to do.
☐ ☐ 16. My teacher tries to make school interesting to me.
☐ ☐ 17. Most school days seem like they will never end.
☐ ☐ 18. My teacher does not care about me.
☐ ☐ 19. I don't like having to go to school.
☐ ☐ 20. The grown-ups at my school are friendly.
☐ ☐ 21. My teacher gives me as many chances as others to do special jobs.
☐ ☐ 22. The other children in my class are not friendly toward me.
☐ ☐ 23. My teacher tries very hard to help me understand hard schoolwork.
☐ ☐ 24. I like to do my homework.
☐ ☐ 25. My teacher doesn't understand me.
☐ ☐ 26. I often wish I was somebody who doesn't have to go to school.
☐ ☐ 27. This school has events all the time that make me happy I attend school here.
☐ ☐ 28. My teacher treats me fairly.
☐ ☐ 29. My teacher tries to make sure I understand what she wants me to do.
☐ ☐ 30. I really like working with the other children in my class.
☐ ☐ 31. I'm afraid to tell my teacher when I don't understand something.
☐ ☐ 32. I feel good when I'm at school because it's fun.
☐ ☐ 33. I get scared when I have to go to the office at school.
☐ ☐ 34. My teacher unfairly punishes the whole class.
☐ ☐ 35. My teacher doesn't give very good tests.
☐ ☐ 36. School is a good place for making friends.
☐ ☐ 37. My teacher tries to do things that the class enjoys.
☐ ☐ 38. I like trying to work difficult puzzles.
☐ ☐ 39. I'm scared of my teacher because she can be mean to us.
☐ ☐ 40. I like to stay home from school.
☐ ☐ 41. When I have a problem at recess, I know I can find someone to help me.
☐ ☐ 42. I don't like most of the children in my class.

CONTINUE ON BACK OF SHEET

| True | Untrue | | |
|---|---|---|---|
| ☐ | ☐ | 43. | My teacher is not very friendly with the children. |
| ☐ | ☐ | 44. | The biggest reason I come to school is to learn. |
| ☐ | ☐ | 45. | My school looks nice. |
| ☐ | ☐ | 46. | My teacher grades me fairly. |
| ☐ | ☐ | 47. | I think a new child could make friends easily in my class. |
| ☐ | ☐ | 48. | I feel like my teacher doesn't like me when I do something wrong. |
| ☐ | ☐ | 49. | My class is too crowded. |
| ☐ | ☐ | 50. | When a new child comes into our class, my friends and I try very hard to make him or her feel happy. |
| ☐ | ☐ | 51. | My teacher likes some children better than others. |
| ☐ | ☐ | 52. | I feel unhappy if I don't learn something new in school each day. |
| ☐ | ☐ | 53. | When I do something wrong, my teacher corrects me without hurting my feelings. |
| ☐ | ☐ | 54. | I like school because there are so many fun things to do. |
| ☐ | ☐ | 55. | My school doesn't have very many supplies for us to use. |
| ☐ | ☐ | 56. | My teacher would let the class plan an event alone. |
| ☐ | ☐ | 57. | My teacher is often too busy to help me when I need help. |
| ☐ | ☐ | 58. | It would be nice if I never had to come back to school again after today. |
| ☐ | ☐ | 59. | My teacher doesn't want to hear our ideas on classroom rules. |
| ☐ | ☐ | 60. | My teacher usually explains things too slowly. |
| ☐ | ☐ | 61. | Older children often boss my friends and me around at my school. |
| ☐ | ☐ | 62. | I don't think there is very much to do at this school. |
| ☐ | ☐ | 63. | My teacher bosses the children around. |
| ☐ | ☐ | 64. | My teacher gets angry if the class isn't quiet. |
| ☐ | ☐ | 65. | My teacher usually doesn't know what to do in class. |
| ☐ | ☐ | 66. | I like my teacher because he (she) is understanding when things go wrong. |
| ☐ | ☐ | 67. | If I had a problem outside of school I could go to my teacher for help. |
| ☐ | ☐ | 68. | My teacher cares about the feelings of the pupils in his (her) class. |
| ☐ | ☐ | 69. | My teacher doesn't care what happens to me outside of school. |
| ☐ | ☐ | 70. | My teacher is usually grouchy in class. |
| ☐ | ☐ | 71. | I have my own group of friends at school. |
| ☐ | ☐ | 72. | I like to work with other children on class projects. |
| ☐ | ☐ | 73. | Learning new things is not very much fun. |
| ☐ | ☐ | 74. | When my schoolwork is hard I don't feel like doing it. |
| ☐ | ☐ | 75. | I don't do very much reading on my own. |
| ☐ | ☐ | 76. | Almost everything I learn in school is dull. |
| ☐ | ☐ | 77. | I don't care what scores I get on my schoolwork. |
| ☐ | ☐ | 78. | I would rather do almost anything else than study. |
| ☐ | ☐ | 79. | I'm very happy when I'm at school. |
| ☐ | ☐ | 80. | School is exciting. |
| ☐ | ☐ | 81. | I don't like school because it's too much work. |
| ☐ | ☐ | 82. | I have too much free time at home. |
| ☐ | ☐ | 83. | The school day is too long. |
| ☐ | ☐ | 84. | I'm ready for the school day. |
| ☐ | ☐ | 85. | I forget a lot of my lessons by Monday. |
| ☐ | ☐ | 86. | My teacher spends enough time for me to learn the lessons. |
| ☐ | ☐ | 87. | I have good attendance. |
| ☐ | ☐ | 88. | I daydream a lot in class. |
| ☐ | ☐ | 89. | I get real tired in school. |
| ☐ | ☐ | 90. | There is enough time to do my schoolwork. |

## School Sentiment Index

### Secondary Level Teacher Instructions

Each of the 358 Students (7-12); 332 returned (93%)
All Students in a Comparable District

The School Sentiment Index consists of 82 statements regarding various aspects of school, to which students respond by indicating either strong agreement, agreement, disagreement or strong disagreement to each. This inventory directly measures students' attitudes toward school.

The School Sentiment Index is to be completed by each student in grades 7-12 on April 13 during one class period. The inventory normally takes from 20 to 30 minutes to complete. Each student will need a #2 lead pencil and an answer sheet. Before beginning the inventory, directions to the students should be given orally. Be sure that students clearly understand the procedure for completing the survey. Discourage students from asking questions regarding subtle interpretations of the statements. At the conclusion of the survey period, have students collect all answer sheets and place them in the envelope provided. This envelope should be sealed and immediately given to your principal. Thank you for your cooperation in this matter.

### Directions

This is a survey about you and your school. It is not a test. There are no right or wrong answers. The important thing is to answer each item honestly how you feel.

You will not be graded. Do not put your name on the answer sheet. No one will know how you individually answered the questions.

Use a #2 pencil to complete each of the questions. Put a dark mark in the box which best reflects your feelings--whether you strongly agree, agree, disagree, or strongly disagree with what is said.

Mark only one choice per statement. Erase mistakes carefully and completely.

Once you begin work I will not be able to help or answer questions. You will have about one-half hour to complete the survey, but don't rush. I'll give you plenty of time. Does anyone have any questions about how to complete the survey?

Please begin.

# HOW I FEEL ABOUT SCHOOL

## Secondary Level

This is a survey about you and your school. It is not a test. There are no right or wrong answers. The important thing is to answer honestly how you feel. You will not be graded. Do not put your name on the survey. Using a #2 pencil, put a dark mark in the box which best reflects your feelings--whether you strongly agree, agree, disagree, or strongly disagree with what is said. Mark only one choice per statement. Carefully erase mistakes.

| Strongly Agree | Agree | Disagree | Strongly Disagree | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests. |
| ☐ | ☐ | ☐ | ☐ | 2. I do my best in school because I will get ahead in the world with a good education. |
| ☐ | ☐ | ☐ | ☐ | 3. Most of my teachers seem interested in the things I do outside of school. |
| ☐ | ☐ | ☐ | ☐ | 4. Each morning I look forward to coming to school. |
| ☐ | ☐ | ☐ | ☐ | 5. My school has too many rules. |
| ☐ | ☐ | ☐ | ☐ | 6. Most of my teachers do not allow students much choice in what they study in class. |
| ☐ | ☐ | ☐ | ☐ | 7. I often feel rushed and nervous at school. |
| ☐ | ☐ | ☐ | ☐ | 8. Most of my teachers give assignments that are too difficult. |
| ☐ | ☐ | ☐ | ☐ | 9. Students here are not as friendly as in other schools. |
| ☐ | ☐ | ☐ | ☐ | 10. Most of my teachers try to make their subjects interesting to me. |
| ☐ | ☐ | ☐ | ☐ | 11. I hate having to do homework. |
| ☐ | ☐ | ☐ | ☐ | 12. My teachers are interested in what I have to say. |
| ☐ | ☐ | ☐ | ☐ | 13. It is clear to me why I shouldn't drop out of school. |
| ☐ | ☐ | ☐ | ☐ | 14. This school is run like a prison. |
| ☐ | ☐ | ☐ | ☐ | 15. In most of my classes, I have the opportunity to choose assignments which are interesting to me. |
| ☐ | ☐ | ☐ | ☐ | 16. I have signed up for a subject just because it seemed like it would be interesting. |
| ☐ | ☐ | ☐ | ☐ | 17. Most of my teachers give assignments that are just busywork. |
| ☐ | ☐ | ☐ | ☐ | 18. I enjoy working on class projects with other students. |
| ☐ | ☐ | ☐ | ☐ | 19. Most of my teachers really like their subjects. |
| ☐ | ☐ | ☐ | ☐ | 20. I would rather play a game that I already know than learn a new one. |
| ☐ | ☐ | ☐ | ☐ | 21. Most of my teachers seem personally concerned with me. |
| ☐ | ☐ | ☐ | ☐ | 22. I enjoy learning in school more than learning on my own. |
| ☐ | ☐ | ☐ | ☐ | 23. I don't usually enjoy working on puzzles and trying to solve difficult problems. |
| ☐ | ☐ | ☐ | ☐ | 24. I think there is too much pressure in school. |
| ☐ | ☐ | ☐ | ☐ | 25. Most of my teachers will accept suggestions from their students. |
| ☐ | ☐ | ☐ | ☐ | 26. School is a good place for making friends. |
| ☐ | ☐ | ☐ | ☐ | 27. I like the challenge of a difficult assignment. |
| ☐ | ☐ | ☐ | ☐ | 28. Most of my teachers don't try very hard to understand young people. |
| ☐ | ☐ | ☐ | ☐ | 29. Skipping school whenever I can doesn't really bother me. |
| ☐ | ☐ | ☐ | ☐ | 30. I find it difficult to start working on my assignments until they are almost due. |
| ☐ | ☐ | ☐ | ☐ | 31. I'm very interested in what goes on at this school. |
| ☐ | ☐ | ☐ | ☐ | 32. Most of the decisions in my class are made by the teachers. |
| ☐ | ☐ | ☐ | ☐ | 33. My teachers ask me to memorize too many facts. |
| ☐ | ☐ | ☐ | ☐ | 34. There are other reasons for going to school besides just learning. |
| ☐ | ☐ | ☐ | ☐ | 35. There are important subjects not taught in school now which I would be interested in taking. |
| ☐ | ☐ | ☐ | ☐ | 36. Students have voice in determining how this school is run. |

CONTINUE ON BACK OF SHEET

| Strongly Agree | Agree | Disagree | Strongly Disagree | | |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 37. | Most of my teachers have encouraged me to think for myself. |
| ☐ | ☐ | ☐ | ☐ | 38. | I think most of my teachers are fair to me. |
| ☐ | ☐ | ☐ | ☐ | 39. | I generally try to get involved in many school activities. |
| ☐ | ☐ | ☐ | ☐ | 40. | Most of my teachers give me some idea of what will be on their tests. |
| ☐ | ☐ | ☐ | ☐ | 41. | I really like most of the kids at this school. |
| ☐ | ☐ | ☐ | ☐ | 42. | My teachers don't allow me to be as creative as I am able to be. |
| ☐ | ☐ | ☐ | ☐ | 43. | Most of my teachers do not recognize my right to a different opinion. |
| ☐ | ☐ | ☐ | ☐ | 44. | It would be difficult to get the most popular kids in school to include those who aren't as popular. |
| ☐ | ☐ | ☐ | ☐ | 45. | Even if I wanted to join certain groups here at school, I just wouldn't be accepted. |
| ☐ | ☐ | ☐ | ☐ | 46. | I enjoy talking to many of my teachers after class. |
| ☐ | ☐ | ☐ | ☐ | 47. | Most of my teachers are critical of the way young people dress or talk. |
| ☐ | ☐ | ☐ | ☐ | 48. | In order to win an office at this school you've got to be in the right crowd. |
| ☐ | ☐ | ☐ | ☐ | 49. | Many of my teachers frequently show a lack of preparation. |
| ☐ | ☐ | ☐ | ☐ | 50. | It isn't difficult for a new student to find friends here. |
| ☐ | ☐ | ☐ | ☐ | 51. | Many of my teachers could be trusted if I discussed a personal problem with them. |
| ☐ | ☐ | ☐ | ☐ | 52. | My favorite classes, regardless of subject, are those in which I learn the most. |
| ☐ | ☐ | ☐ | ☐ | 53. | School is important to me because I find many of the things I learn are useful outside of school. |
| ☐ | ☐ | ☐ | ☐ | 54. | School is just a place to keep kids off the street. |
| ☐ | ☐ | ☐ | ☐ | 55. | Our school is so large, I often feel lost in the crowd. |
| ☐ | ☐ | ☐ | ☐ | 56. | I usually get the grade I deserve in a class. |
| ☐ | ☐ | ☐ | ☐ | 57. | Teachers are usually the friendliest with the bright students. |
| ☐ | ☐ | ☐ | ☐ | 58. | I try to do good work in my classes, because you never know when the information will be useful. |
| ☐ | ☐ | ☐ | ☐ | 59. | Most of my teachers are still fair with me as a person even when I've done poorly on my schoolwork. |
| ☐ | ☐ | ☐ | ☐ | 60. | There are enough different groups here at school for any type of students to find friends. |
| ☐ | ☐ | ☐ | ☐ | 61. | Most of my teachers make it clear about how much the students can "get away with" in class. |
| ☐ | ☐ | ☐ | ☐ | 62. | I enjoy the social life here. |
| ☐ | ☐ | ☐ | ☐ | 63. | Everyone knows who the real losers in this school are. |
| ☐ | ☐ | ☐ | ☐ | 64. | There are many closed groups of students here. |
| ☐ | ☐ | ☐ | ☐ | 65. | Most of my teachers like working with young people. |
| ☐ | ☐ | ☐ | ☐ | 66. | Sometimes I just can't put a book down until I'm finished with it. |
| ☐ | ☐ | ☐ | ☐ | 67. | Most of my teachers are too concerned with discipline sometimes. |
| ☐ | ☐ | ☐ | ☐ | 68. | It is difficult for me to see my education as a stepping stone to future success. |
| ☐ | ☐ | ☐ | ☐ | 69. | At school, other people really care about me. |
| ☐ | ☐ | ☐ | ☐ | 70. | If I thought I could win, I'd like to run for an elected student body office. |
| ☐ | ☐ | ☐ | ☐ | 71. | Most of my teachers will discuss any changes made to my grade. |
| ☐ | ☐ | ☐ | ☐ | 72. | Most of my teachers just don't care about students if they're not going to college. |
| ☐ | ☐ | ☐ | ☐ | 73. | I usually never do more schoolwork than just what is assigned. |
| ☐ | ☐ | ☐ | ☐ | 74. | Most of the teachers at my school cannot control their classes. |
| ☐ | ☐ | ☐ | ☐ | 75. | It is possible to be popular in school and also be an individualist. |
| ☐ | ☐ | ☐ | ☐ | 76. | Lunch time at school is not fun. |
| ☐ | ☐ | ☐ | ☐ | 77. | Many of my teachers are often impatient. |
| ☐ | ☐ | ☐ | ☐ | 78. | If I had a choice, I wouldn't go to school at all. |
| ☐ | ☐ | ☐ | ☐ | 79. | Many of my teachers have "pets." |
| ☐ | ☐ | ☐ | ☐ | 80. | Most of my teachers often waste too much time explaining things. |
| ☐ | ☐ | ☐ | ☐ | 81. | Occasionally I have discovered things on my own that were related to some of my school subjects. |
| ☐ | ☐ | ☐ | ☐ | 82. | If school were more related to the skills I'll need after I graduate, I might be more interested. |
| ☐ | ☐ | ☐ | ☐ | | |

## APPENDIX F

## Teacher Performance Rating Scale
## CLASSROOM RATING SCALES

Random Sample of 35 Teachers

These ratings provide numerical estimates of a variety of behavior, characteristics, and activities related to the organization and management of classroom behavior and instruction. The scales are meant to provide a comprehensive numerical profile of a classroom.

Ratings are made on a 5-point scales. Usually, these scales are defined as follows:

5 The behavior is exhibited frequently or the description is highly characteristic of the teacher.

4 The behavior is exhibited moderately or the description is moderately characteristic of the teacher.

3 The behavior occurs occasionally or the description is somewhat characteristic of the teacher.

2 The behavior is exhibited rarely or the description is not very characteristic of the teacher.

1 The behavior never occurs or is not at all characteristic.

### How to Use the Scales

At the end of an observation period, the observer uses the Classroom Rating Scale to summarize his/her judgments of each of the items on the Rating Scale. Ratings of each scale should be made independently--the fact that a teacher is rated high on one scale does not mean that the score will be high on other items. Judgments should be based only on the observation period that day, not impressions formed from prior observations.

## Descriptions of Each Rating Scale

### 1. Instructional Management

1a. Describes objectives clearly. Has the teacher indicated the purpose of the lesson or what students are to learn? Look for evidence of this in materials given to students, objectives written board, or statements from teacher when introducing or summing up a lesson.

1b. Materials are ready. Materials are available in sufficient quantity. Rate a 5 if materials are always ready on all occasions during the observation. Rate a 1 if the teacher continuously runs out and spends time locating them and getting them into students' hands.

1c. Clear directions for assignments or activities. Indication of clear directions can be found by noting whether there are step-by-step instructions given by the teacher and repeated by the students. Directions are clear if students go right to work without confusion.

1d. Staff development activities influence planning. Teacher-made plans show evidence of being influenced by staff development activities.

1e. Staff development activities influence instruction. Teacher's instruction in the classroom gives evidence of being influenced by staff development activities.

1f. Assignments or activities for different students. Excluding reading instruction, rate the degree to which the teacher provides for individual differences in aptitudes and interests.

1 = All pupils do the same assignment.

2 = Some provision (optional extra work).

3 = Moderate provision (students can choose after they finish the basic assignment).

4 = Considerable provision (individual and group projects for different students).

5 = Great attention to individual differences (e.g., extensive use of student contracts, work groups).

1g. Appropriate pacing of the lesson. Lessons and activities proceed smoothly from beginning to end. Lessons flow is not interrupted. Once the assignment is given students proceed to work without frequent starts and stops. Adequate time is provided for all parts of the lesson.

1h. Monitors student understanding. The teacher actively seeks information about student comprehension during lesson explanation or seatwork. Teacher may question students, use quick drills, show of hands, etc. Teacher circulates widely during seatwork checking student work.

1i. Work standards are clear. The quality of student work, with respect to performance and to effort, are conveyed to students. Students know what is expected of them (e.g., teacher may have a display showing the correct heading for papers.)

1j. Consistently enforces work standards. Teacher does not accept performance below the set standard. Poor quality work may be refused or returned for the student to redo. All students are expected to work to their capacity. Teacher does not give up on or ignore one child or a subgroup of the class.

1k. Conduct smooth concept transitions. Teacher makes transition from one concept to another with a minimum of student confusion and/or disruption.

## 2. Rules and Procedures

2a. Appropriate general procedures. These procedures are those which include bathroom use, coming and going from the room, lining up, opening and closing activities, using materials and supplies, level of noise in the room during different activities, movement around the room.

1 = Many areas have no procedures or rules or/and they are not appropriate.

3 = Procedures are evident, but they are inefficient or poor.

5 = Adequate procedures are present in all relevant areas of the room.

2b. Efficient small group procedures. These include going and coming from the group area, obtaining or bringing needed materials, handling come-ups and other interruptions, procedures for out-of-group students, and student response or question signals.

(Use the same scale as 2a.)

2c. Suitable routines for assigning, checking, and collecting work. Assignments are given clearly; procedures for communicating and maintaining a record of assignments and for handling previously absent students are established. Checking routines (passing papers, marking correct or incorrect answers, time use) are appropriate. Procedures for collecting and returning daily work are established.

## 3. Meeting Student Concerns

3a. Attention spans considered in lessons. Activities are paced so that students do not sit inactive for long periods. Also, note the use of occasional rest breaks and variation in teaching style to arouse interest or attention.

3b. Degree of student success. Students are able to perform the tasks, complete the assignments, and engage in activities.

5 = All students succeed in all observed activities.

4 = High student success, but an occasional student may fail to make progress or to complete work.

3 = Moderate to high student success, but several students fail.

2 = Moderate to low student success, with occasional high failure rates.

1 = Low student success and prevalent student failure. As many as half the class is frequently unsuccessful.

3c. Activities related to student interests or background. Teacher makes references to or draws relationships between the content being studied and aspects of students' lives or interests. There is evidence for this when students make contributions to class activities drawn from their own experiences and lives.

4. Managing Pupil Behavior

4a. Rewards appropriate performance. This refers to actual student accomplishment. Reinforcement can include nonperfunctory teacher praise, approval, recognition, displays of good work, privileges, tokens, check marks, pats-on-the-back, etc.

4b. Consistency in managing behavior. How predictable is the teacher's response to appropriate and inappropriate behavior?

5 = Teacher is highly consistent. Approved behavior is the same for all tasks and all students.

4 = Teacher is usually consistent. Only an occasional variation or bending of the rules for the most part.

3 = There is some inconsistency, maybe limited to a single area such as allowing students to call out when there is a rule against it.

2 = Moderately inconsistent. Students are never quite sure what the teacher's reaction will be to misbehavior.

1 = Highly inconsistent. Teacher frequently allows a behavior on one occasion and disapproves of it at another time.

4c. Effective monitoring. This is the degree to which the teacher is aware of the behavior in the class. This skill requires visual scanning and alertness; the teacher avoids becoming engrossed in an activity with a single student or a group of students. Teacher sees misbehavior when it occurs rather than detecting a problem only after it has escalated into a visible incident.

4d. Efficient transitions between activities. This is the degree to which students move from one activity to another without disruptions or undue noise.

5 = Smooth, efficient transitions with good student cooperation.

1 = Usually there are overly long transitions, wasted time between activities, poor student cooperation.

## 5. Classroom Climate

5a. Task-oriented focus. The students and teacher work together toward the accomplishment of activities and assignments. The teacher emphasizes the importance of learning the content and skills of the curriculum and students cooperate with a willingness to do school work.

5b. Relaxed, pleasant atmosphere. Teacher and students have developed a rapport and get along nicely. There is an absence of friction or antagonism. Behavior is friendly and courteous.

5c. Listening skills. These are skills and behaviors the teacher uses that encourage students to talk out their feelings or problems. The teacher indicates an acceptance of students' feelings (e.g., Would you like to talk more about it? You seem upset, do you want to tell me about it?)

5d. Expresses feelings. The teacher states how he/she feels about certain behaviors or activities in interaction with students. These expressions of feelings can be positive or negative and can include such statements as "I am happy, sad, annoyed, upset, pleased..." This may occur during class discussions, behavior management situations, or when any aspect of student behavior or class activities are being discussed. It is important that the teacher's expression of feelings not place students in a vulnerable position (e.g., a teacher who continually responds to misbehavior by telling students how angry he/she is, using this as a tool rather than a sincere expression of feeling). A high rating on this scale should be given if expression of feelings appears to be a clear and direct attempt to inform students about how he/she feels about some aspect of their behavior.

# CLASSROOM RATING SCALE

Teacher # ______________ School # ______________ Date ______________ a.m./p.m.

No. of Students __________ Observer ______________ Page ___ of ___

## 1. Instructional Management

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Materials are ready

5 4 3 2 1 c. Clear directions for assignments

5 4 3 2 1 d. Staff development influences plans

5 4 3 2 1 e. Staff development influences instruction

5 4 3 2 1 f. Assignments for different students

5 4 3 2 1 g. Appropriate pacing of lessons

5 4 3 2 1 h. Monitors student understanding

5 4 3 2 1 i. Clear work standards

5 4 3 2 1 j. Consistently enforces work standards

5 4 3 2 1 k. Makes smooth concept transitions

## 2. Rules and Procedures

5 4 3 2 1 a. Appropriate general procedures

5 4 3 2 1 b. Efficient small group procedures

5 4 3 2 1 c. Suitable routines for assigning, checking and collecting work

## 3. Meeting Student Concerns

5 4 3 2 1 a. Attention spans considered in lessons

5 4 3 2 1 b. Degree of student success

5 4 3 2 1 c. Activities related to student interests or background

## 4. Managing Pupil Behavior

5 4 3 2 1 a. Rewards appropriate performance

5 4 3 2 1 b. Consistency in managing behavior

5 4 3 2 1 c. Effective monitoring

5 4 3 2 1 d. Efficient transitio between activities

## 5. Classroom Climate

5 4 3 2 1 a. Task-oriented focus

5 4 3 2 1 b. Relaxed

5 4 3 2 1 c. Listening skills

5 4 3 2 1 d. Expresses feelings

## Random Sampling of Teachers for Observation

Up to ten teachers will be observed throughout the school year. If your building has ten or less classroom teachers, you will observe each teacher. If your building has eleven or more classroom teachers, you will need to randomly select ten of these teachers. Select teachers at random by placing each of their names in a hat and blindly drawing the first ten names. You will observe these same teachers three times during the school year--once in December, once in February, and once in April.

You will also need to randomly select a 50-minute time interval during which you will observe the classroom teachers. These intervals should contain the same teachers and students, but may involve a number of different instructional activities. In some instances at the elementary level, two 25-minute blocks may be necessary because of the short duration of the class. Divide the school day into 50-minute blocks of instruction across the top of a page and list your teachers to be observed down the side of the page. Cross out those cells in which individual teachers have preparation or other noninstructional duties. Then number each of the open cells and select one cell per teacher by having someone randomly call out numbers to you--"Pick a number between one and seventeen..." Continue to select cells until you have selected one observation interval for each teacher as shown on the following page.

|  | Interval |  |  |  |  |  |
|---|---|---|---|---|---|---|
| Teacher | 8:10-9:00 | 9:10-10:00 | 10:10-11:00 | 11:10-12:00 | 12:10-1:00 | 1:10-2:00 |
| A | PREP | 1 | 2 | LUNCH | [✓ 3] | 4 |
| B | PREP | 5 | 6 | LUNCH | [✓ 7] | 8 |
| C | [✓ 9] | 10 | PREP | LUNCH | 11 | 12 |
| D | 13 | PREP | 14 | [✓ 15] | LUNCH | 16 |
| E | 17 | PREP | 18 | 19 | LUNCH | [✓ 20] |
| F | 21 | [✓ 22] | PREP | 23 | LUNCH | 24 |
| G | [✓ 25] | 26 | 27 | LUNCH | PREP | 28 |
| H | 29 | 30 | [✓ 31] | LUNCH | PREP | 32 |
| I | 33 | [✓ 34] | 35 | 36 | LUNCH | PREP |
| J | 37 | 38 | 39 | LUNCH | [✓ 40] | PREP |

These will represent the time intervals during which you will observe the classroom teacher each of the three observation intervals. When conducting the second and third observations, DO NOT REVIEW THE PRECEEDING OBSERVATION RATINGS. Each observation must be independent from the other observations.

## APPENDIX G

## Special Educator Survey

**A Special Note for Special Educators** (Each of the 11 staff responded)

The four-day school week schedule may have an influence upon the quality or nature of the special education program for exceptional children in the District. The effects of the new schedule might be positive, negative or nonexistant. We would like your comments and observations concerning the impact of the four-day week upon the education of the District's handicapped children.

| Circle the degree to which the new four-day school week schedule has had a: | Very Positive Effect | Slightly Positive Effect | Neutral or Not Much Effect | Slightly Negative Effect | Very Negative Effect | Not Sure/No Opinion | Comments |
|---|---|---|---|---|---|---|---|
| 1. Provide a balance of cognitive, effective, and psychomotor learning activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Student loss of knowledge/skill over the weekend. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Student fatigue during the school day. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Interruption of student behavior reinforcement schedules. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Length and intensity of repetition and drill activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Opportunity for community-based, mainstreaming activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Scheduling assessment and child study team meetings with teacher and parents. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Scheduling educational resource center services to schools. | +2 | +1 | 0 | -1 | -2 | ? | |

Place your completed survey in the envelope marked STAFF SURVEYS located at the school office reception area. Please return the survey no later than April 13. Thank you for your cooperation.

# APPENDIX H

## Staff Survey

Sheridan County School District Number One West
Alternative School Schedule
School Staff Survey

Census of All 73 staff; all returned (100%)

During the 1982-83 school year, the District has tried a new way of conducting classes. Instead of having school five days each week, longer classes are taught four days each week with Fridays to be used for students' extracurricular activities, parent-teacher conferences and teacher inservice. It was hoped that this new schedule would improve the quality of education for students. The purpose of this survey is to collect your ideas and opinions to help determine if the four-day school week schedule has or has not improved the quality of education. Your individual answers to the survey will remain anonymous, but will be combined with others to help school board members decide whether or not to continue this new schedule.

The School Staff Survey consists of three parts and is for everyone who works in the school, but does not teach classes. Teachers were given another survey. The first part looks at the effects of the new schedule upon your work as a member of the school staff. The second part deals with the impact of the four-day school week on out-of-school activities. The final part asks for your overall comments and suggestions about the four-day school week alternative schedule.

Place your completed survey in the envelope marked STAFF SURVEYS located at the school office reception area. Please return the survey no later than April 13. Thank you for your cooperation.

## I. Staff Performance

Work at school includes a wide range of jobs which we must do to keep school operating smoothly. This section looks at the effects of the four-day school week schedule on how well we do our jobs. Consider the work which you currently do as a school employee.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Doing routine tasks on time. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Doing routine tasks well. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Planning for tasks to be done. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Using your time wisely. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Doing followup on your own. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Working with other staff. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Doing special tasks as they are needed. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Having a sense of pride and interest in your job. | +2 | +1 | 0 | -1 | -2 | ? | |
| 9. Trying new ways of doing your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 10. Coming to work with enthusiasm. | +2 | +1 | 0 | -1 | -2 | ? | |
| 11. Having enough time to do all of your work well. | +2 | +1 | 0 | -1 | -2 | ? | |
| 12. Feeling like a team member of the school. | +2 | +1 | 0 | -1 | -2 | ? | |
| 13. Liking your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 14. Suffering from stress and fatigue. | +2 | +1 | 0 | -1 | -2 | ? | |
| 15. Being bored with your work. | +2 | +1 | 0 | -1 | -2 | ? | |
| 16. Making valuable changes to the school. | +2 | +1 | 0 | -1 | -2 | ? | |

## II. Out-of-School Activities

Another result of the four-day school week alternative schedule is to change the time which we have away from school. This section asks you to rate and comment upon the effects of the new schedule upon your out-of-school activities.

| Circle the effects which the new four-day school week has had upon the following: | Very Good | Slightly Good | Not Much Difference | Slightly Bad | Very Bad | Don't Know | Comments |
|---|---|---|---|---|---|---|---|
| 1. Time for you to plan and do personal activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 2. Time for you to plan for work at school. | +2 | +1 | 0 | -1 | -2 | ? | |
| 3. Time for you to participate in the school's extracurricular activities. | +2 | +1 | 0 | -1 | -2 | ? | |
| 4. Time for you to develop closer ties with family and friends. | +2 | +1 | 0 | -1 | -2 | ? | |
| 5. Time for you to meet and work with other school staff. | +2 | +1 | 0 | -1 | -2 | ? | |
| 6. Time for you to get a second job. | +2 | +1 | 0 | -1 | -2 | ? | |
| 7. Time for you to do community projects. | +2 | +1 | 0 | -1 | -2 | ? | |
| 8. Time for rest and renewal to prevent "burn-out." | +2 | +1 | 0 | -1 | -2 | ? | |

## III. Concluding Comments

The final part of the survey deals with your overall ideas and opinions about the four-day school week. You have now tried the four-day school week schedule for nearly a year. Based upon your own experiences with this new schedule, what would you recommend to the Sheridan County School District Number One West Board:

☐ a) Discontinue the four-day school week schedule for the reasons below and return to the traditional schedule.

☐ b) Continue the four-day school week schedule as currently designed for the reasons below.

☐ c) Continue with modifications the four-day school week schedule with the changes noted below.

Comments: